DOCUMENT RESUME

ED 083 984 JC 730 280

AUTHOR	Betts, Lee John, Ed.
TITLE	Veterans on Campus: A Handbook for Programs, Services, Staffing and Assistance.
INSTITUTION	American Association of Community and Junior Colleges, Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	76p.
AVAILABLE FROM	American Association of Community and Junior Colleges, One Dupont Circle, Suite 410, Washington, D. C. 20036 ($2.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adjustment Problems; Administrator Guides; *Adult Counseling; *Adult Education Programs; Adult Students; Annotated Bibliographies; *Federal Aid; Minority Groups; Physically Handicapped; Special Programs; *Veterans Education

ABSTRACT

A handbook to provide information that will aid in establishing bondage between veterans and those professional people providing service for returning servicemen and women is presented. Topics discussed include: Vietnam veteran; organizing to serve the veteran; a veterans Outreach Program; veterans with special needs--minority veterans, academic adjustment, physical disabilities, less-than-honorable discharges, and emotional adjustment; vital collegiate veterans organizations, and Federal programs. The following are appended: (1) an annotated bibliography of veterans organizations, programs and publications; (2) USOE veterans cost-of-instruction regulations; and (3) the Servicemen's Opportunity College Concept. (CK)

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VETERANS ON CAMPUS:

A HANDBOOK FOR PROGRAMS, SERVICES STAFFING AND ASSISTANCE

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Preface

In the very recent past it could be assumed with some justification that there was a traditional or modal college student, sufficiently typical of most students, about whom homogeneous college academic programs and services could be designed. He or she was white, single, middle-class, 18 to 23 years old, oriented toward an academic, probably liberal arts curriculum, and was a full-time resident student.

That day has all but disappeared on many campuses. There is no longer a traditional or dominant student type. Among the various groups of "new" or nontraditional students impacting upon the college population are those from racial and ethnic minorities, those from lower socio-economic backgrounds, those whose academic skills are inadequate, those with physical disabilities, and those who are older than the traditional undergraduate. Representing a significant sector of each of these groups are the veterans of the Vietnam era. It is estimated that in the Fall of 1973 almost 1,000,000 veterans will be pursuing post-secondary education in the nation's colleges.

As many colleges during the sixties found it necessary to develop new programs, policies, services and staff to relate more effectively to minority students, during recent years hundreds of colleges, have organized new programs and services and employed new staff to respond more effectively to the unique needs of students who are veterans of the military services.

This handbook has been prepared primarily to assist those staff whose main professional responsibilities relate to student veterans. Many other college staff will also find some sections informative and helpful, particularly in those institutions where veterans compose a significant portion of the student body.

In a very real sense this handbook is a distilation of insights and ideas derived from several hundred of the country's finest college veterans programs. Each of the contributors has been chosen because of his or her significant achievements in veterans education. They represent a variety of backgrounds, experiences and perspectives. Many are, or have recently been, Vietnam-era student veterans; others coordinate campus veterans programs; still others serve in national leadership capacities. To each contributor the editor, on behalf of the staff of the AACJC Veterans Education Project, expresses sincere gratitude.

To Ms. Barbara Daniels, Ms. Frances Bell, and Ms. Jennifer Kerns, AACJC staff members who have spent considerable time and effort in assisting with the preparation of this manuscript, I extend my particular appreciation.

Finally, we gratefully acknowledge the services of Mr. William Harper, AACJC vice president for communications, for his careful review of the manuscript and excellent suggestions.

Lee J. Betts
Editor

Introduction

In January, 1973, the American Association of Community and Junior Colleges received a grant from the United States Office of Education (USOE), to assist all post-secondary institutions to develop viable veterans programs and services. The staff of the Veterans Education Project, in conjunction with other veteran-related programs at AACJC, have channeled their interests and experiences toward developing this comprehensive handbook. The American Association of Community and Junior Colleges Veterans Education Project presents this handbook with the hope that it will provide valuable assistance and inspiration to new and experienced college staff whose professional responsibilities relate primarily to veterans.

Nearly 1,000,000 veterans are now enrolled in the nation's colleges and other post-secondary institutions. It has been only recently that colleges have appointed staff members who would relate to the desires, needs and problems of veterans as their primary professional responsibility. Not since the end of World War II have any innovative efforts been made to deal with the complexity of problems faced by the veterans of this country.

With over 1,000 institutions qualifying for the federal Veterans Cost-of-Instruction Program, hundreds of colleges will be employing new staff to develop veterans affairs programs. Many of these persons will have had little, if any, professional experience or orientation to their new responsibilities.

The main objective for this handbook is to provide information that will aid in establishing bondage between veterans and those professional people providing services for returning servicemen and women.

The Veterans Education Project would like to accord particular recognition to the following staff members of the United States Office of Education, Veterans Program Unit: Donald A. Deppe, director; Walter J. Gale, program officer; Neil McArthur, program officer. They provide valuable expertise and assistance in the area of veterans education, and established the machinery of management of the Veterans Cost-of-Instruction Program.

Appreciation is also expressed to Lee J. Betts, assistant director of the Program for Servicemen and Veterans, American Association of Community and Junior Colleges, for his resourcefulness in editing this handbook. The staff of the Veterans Education Project extend their sincerest appreciation to those individuals who played a supportive role in the accumulation and organization of the materials.

William E. Lawson
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The Vietnam Veteran

To begin any meaningful analysis it must be recognized that Vietnam veterans are not a homogenous group. There is considerable difference between the veteran returning from an extensive Mediterranean cruise and the "grunt" who wore out several pairs of shoes—and perhaps a leg or two—patrolling the booby-trapped jungles and leech-ridden rice paddies of Vietnam. Though some returned with a college education well underway, many more returned lacking a high school education and marketable job skills. Some returned shattered, angry, and depressed by permanent physical and psychological disabilities, with drug dependencies, other-than-honorable discharges, conflicts of conscience, and with other disabilities. Others returned with a new sense of maturity, personal insight, and clarity of life's goals and purposes.

The term "Vietnam veteran," as defined here, refers to those men and women who served on active duty during the Vietnam era. That figure today represents over six million ex-servicemen and, prior to the official end of the era, another two million will qualify as Vietnam veterans. Of the six million veterans, over two and one-half million served in Vietnam while an additional one-half million served elsewhere in Indochina.

In 1972, according to Levitan and Zickler, the average age of the Vietnam veteran was 27.6 years, but the average separation age of those ending service between 1965 and 1972 was 23. The veteran returning to civilian life served an average of 2.8 years in the military. Approximately 2% of these veterans are women.

The casualty figures reveal that 57,000 Americans died and over 300,000 were wounded. Of those wounded, approximately 10% are rated 80% to 100% disabled, many of them permanently. Technological and medical advances coupled with efficient means of rapidly transporting the wounded from battlefield to operating table saved countless lives. Many of these men, who would have died in earlier wars, are left hopelessly handicapped and, in some cases, completely broken.

Certainly, the Vietnam veteran transgresses all ethnic, racial, religious, economic, educational, geographic and geopolitical boundaries. He was drafted and enlisted in the Armed Forces from small rural communities, inner cities, reservations, barrios, farms and suburbs—from every conceivable section of America. However, if we take a closer look at the Vietnam veteran we may see some discernible parallels and consistencies. According to U.S. Government statistics printed in 1967, Blacks made up 9% of the Armed Forces but 15% of combat deaths in Vietnam. These disproportionate statistics only increased as the war continued. Professor Ralph Guzman, University of California at Santa Cruz, after extensive study revealed that "a disproportionate number of young men with distinctive Spanish names . . . have a higher death rate in Vietnam than all other servicemen."

The inequities of the draft system had a great deal to do with the types of individuals serving in Vietnam and, ultimately, in combat. Wayne Moquin writes:

> "The war in Vietnam has taken a high toll among soldiers from low income backgrounds. The cause has usually been traced to the exemption built into the Selective Service System that seems to favor the sons of middle and upper-middle income families. The brunt of the fighting by Americans in Southeast Asia would continue to be borne by Blacks, poor whites, Mexican Americans, and other minorities."

As the war became increasingly controversial the draft became disproportionately unfair to the lower economic segment of our society. As more and more middle and upper class young men hurried off to college or married in haste, the sons of the lower and lower middle echelon (i.e. the working class) were enlisting due to traditional pressures, lack of jobs, and inability to afford college. Those who failed to enlist were often drafted. By 1968 and 1969 the annual draft quota neared 300,000. The majority of those young men would be thrust into the combat arms branches and sent to Vietnam.

According to Senator Gaylord Nelson, "Some 60% of the Army casualties are in combat arms branches. About 67% of the Army's combat infantrymen are draftees."

Dean Phillips, a Vietnam combat veteran, concludes in his study on this particular subject that, "The social stratification system within the society of the United States determined who would be draftees, what MOS they would be given, and who would ultimately face combat and death." The majority of men killed in Vietnam were under 21 years of age—not even, at that time, old enough to vote.

The Veteran Returns—To What?

The fanfare of joyous homecomings, a mark of previous wars, was noticeably absent for our youngest generation of combatants. Rather, the return of a lone "swoop," the golden dustoff back to the world, marked the passing of a tour of duty as the passengers debarked to little more than the beat of their own hearts. Now, back on the block, or on dusty country roads, the veteran is confronted with what Levitan and Zickler term "societal ambivalence toward the war and toward the men who fought in Vietnam."

A special report by the National Advisory Council on Vocational Education on the returning veteran states:

> "Once again the veterans return from war. The situation is not novel in our history, yet somehow these veterans seem different. They do not return to triumphant parades as in the past, nor do they want them . . . they do not fit the image of returning heroes . . . the unpopularity of the war places an additional burden upon the returning veteran. The young veteran finds himself referred to in print and in conversation as a dope addict or trained killer. Often his own peer group tells him what a fool he was to go to Vietnam in the first place. In his absense they have moved ahead in their life pursuits . . . while the veteran . . . must start from the beginning as though his military service made no difference."

Recent hearings sponsored by the Veterans Education and Training Service (NLC/CM), in Newark, Cleveland, and Seattle, surmised in part that, "The veteran of the Vietnam era feels that his lot is directly related to the unpopularity of the war and the divisions and debates engendered by it."

The hearings spotlighted a myriad of problems confronting veterans from coast to coast. Testimony was received from veterans, politicians, and interested citizens on present-day inequities, and ways of ameliorating the situation were proposed. The hearings also focused attention on the geographical inequity of the present day G.I. Bill in its failure to provide "equal readjustment opportunities, as it did under the World War II G.I. Bill." In a statement submitted by student veterans of the National Association of Concerned Veterans (NACV), they testified in respect to this parficular injustice:

> "The degree of educational opportunity available to today's veteran unfortunately depends on such things as what state he lives in; what city he lives in; the local unemployment rate; the extent of commitment of local and state leaders; the quality and structure of the educational system available to him; his economic and social background; the public attitude towards the war; and whether his area has been selected as the site for a limited number of federal demonstration assistance efforts."

There are a number of reasons why the returning veteran harbors symptoms of bitterness, frustration, alienation, or, at the least, a feeling that he has been had.

The most common frustration expressed by veterans over the past five years concerns the general inability of the richest, most powerful nation on earth to provide him with a decent job. The unemployment rate for veterans has been consistently higher than that of their non-veteran counterparts. For minority veterans the unemployment rate has been 50% higher than that of white veterans.

The employment situation has had a serious effect on veterans in higher education. Many young men unable to find a part-time job to supplement their G.I. Bill income were forced to drop out of school. In addition, many others who could not find summer employment were unable to provide, through summer savings, the financial cushion necessary to make it through the academic year.

The Veteran in College

Since this handbook deals primarily with the veteran in terms of higher education it is appropriate to take a statistical look at the student veteran in contrast to his non-veteran peers. The American Council on Education published a survey entitled *The Vietnam-Era Veteran Enters College* (1972). Here are the major findings of the survey.

- The veterans were older. The modal age of the entering student veteran was 22 to 25, while the modal age of non-veterans was 18.
- The veterans were clearly from more disadvantaged backgrounds.
- Veterans entering college were less likely to be white than non-veterans. For instance, the percentage of Black veterans was higher than the percentage of black non-veterans at all types of institutions, particularly four-year colleges (where 13% of the veterans, compared with 8.6% of the non-veterans were Black) and in the universities (6.2% compared with 2.7%).
- A clear indication that the veterans had assumed additional responsibility was indicated in the fact that 38% of the veterans were married, at the time of entry to college, compared with 1.2% of non-veterans.
- Veterans were more likely to be going to an institution closer to home.
- In selecting a particular college, veterans based their decision more often on its proximity to their homes or its special educational programs and less often on its reputation.
- Veterans generally had poorer academic records in high school than non-veterans. Likewise, they were less likely to have established various secondary school achievements.
- Veterans were more likely to plan on majoring in business or in the category "Other Fields: Technical" and less likely to plan a preprofessional major.
- In responding to a question asking why they decided to go to college in the first place, veterans were more likely to cite: gaining a general education, becoming more cultured, improving their reading and study skills, and learning more about things that interest them.

After World War II, a number of educators maintained that the veterans returning from that war were, though not

necessarily more intelligent, definitely better students than their non-veteran counterparts. Unfortunately, no studies have been launched to compare the academic achievements of Vietnam veterans versus non-veterans. It is important to note, though, that the director of a key HEW task force on higher education commented in Senate hearings:

> "There is no study that we have been able to find that supports the fact that returning GI students are better students. Every person I have ever talked to believes it."

Better students or not, certainly no one would argue the fact that the veteran is a more mature and conscientious student.

Albeit we have had a general, but applicable, overview of who the Vietnam veteran is and the environment from which he came. He is the same serviceman that before the growing national discontent with the war, was characterized by many field commanders as the most intelligent and aggressive fighting man in the history of our country. He is the young American who answers his country's call to arms and duty.

For this, he should be acknowledged and respected by all Americans regardless of their personal feelings toward the war in which he fought. It is the least we can do for our young men and women who have been, to date . . . shortchanged by an unresponsive, languorous society.

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Organizing to Serve the Veteran

This chapter is intended to assist institutions in organizing an effective, comprehensive program of services which will enable them to attract, retain and assist veterans in the pursuit of viable educational and training programs.

As the Vietnam era veteran returns to civilian life from an unpopular war, immediately he is faced with the decision of what to do with his life—how to best utilize his talents and training and become a productive member of society. If he is given adequate counseling before being discharged from the service, he will be better prepared to handle his new economic, social, and psychological status as a civilian. If not, the future may seem hopeless and dismal, and his feelings of insecurity and indecision may be intensified.

Although the veteran may not feel the pressure of making an immediate decision as to the direction he wants his life to take, eventually he will have to choose among pursuing educational training, securing employment, or doing nothing. Hopefully, he will select a path that will lead him to security, confidence, and a feeling of self-respect and worth. His decision may reflect his occupation before beginning his military stint, or he may be influenced by the training he received while in the service. Regardless, all information avenues must be available to him—information about institutions, should he seek education, or employment opportunities, if he elects to work.

Comprehensive Counseling and Supportive Environment

If the veteran is recruited into some type of post-secondary educational program, the institution, whether it be a college or vocational-technical school, must offer comprehensive educational services which include, not only appropriate curricula, but also guidance, counseling and services in all areas. The institution should make every possible benefit and assistance available, and, in some instances, make policy exceptions and create additional opportunities.

Since many of today's colleges offer vocational as well as academic courses of study, the veteran should investigate possible employment opportunities before deciding which course of study to pursue. Educators should recognize the technically-oriented person for his abilities and the very important job that he must perform in the society. Abilities, interests, institutional proximity, available facilities, economic status, and personal aspirations will be determining factors in the veteran's career-education decisions.

Returning to school presents many problems for the veteran—many unforseen prior to the first day of registration. The sacrifices that college demands will necessitate the ranking of priorities and the formulating of goals, for there will be times during the veteran's educational training when long-range goals will be the only consolation for his endeavors. There will also be times when institutional obstacles which often hinder a student's progress will appear immovable and the veteran will question his purpose for seeking an education.

The veteran may believe that he is too old to go to college and feel out of place when he encounters the 17 or 18 year old just out of high school. At this time, he must be made aware of the fact that one is never too old to pursue a career or improve and expand the mind, and that his feelings of inadequacy are unfounded.

Realizing that the veteran is usually older, more mature and serious about his educational endeavors, traditional obstacles that hinder the freshman veteran and make necessary adjustments in the curriculum to help meet his educational needs and goals must be removed.

The veteran's readjustment into civilian life includes a new economic status. To the rising cost of living he must add the spiralling cost of education. Along with tuition, books, tools and equipment—essentials for successful college achievement—in many institutions, the student must pay to use the buildings, the library, the biology lab, the gym, plus expenses that include fees for matriculation, transcripts, student activities, and late registration. After the student pays his fees and is officially enrolled in school, he must make arrangements for living expenses such as housing, food, and transportation. For many veterans, this is the first time they will have been confronted with so restricted a budget; and if there is a family involved, the veteran may feel his situation is too desperate, and, consequently, he withdraws from school. Before his economic depravation tends to overwhelm and smother him,

the veteran should have access to such resources as scholarships, work study, student employment, loan funds, and deferred tuition.

Selecting courses may be one of the most trying, complicated, and difficult problems the veteran faces upon entering post-secondary education. If he knows where his interests lie and what major he wants to pursue, the choices are not so perplexing. In any case, he will probably need assistance in choosing instructors and courses.

Once the veteran is in school, he may find that developing good study habits poses a problem he had not anticipated. He may need reminders on the value of class attendance and class participation. His new role must be defined and he must have a clear conception of what a post-secondary classroom situation is like.

The first report of grades may cause the veteran to feel that he is not suited for college and his disillusionment may be difficult to dispel. This is one area where the veteran's counselor or advisor can be instrumental in restoring the veteran's faith in himself and his educational pursuits. Perhaps all he needs is tutoring, a service available to him at no cost under recent amendments to the G.I. Bill of Rights. This form of assistance will benefit the veteran who is not living up to academic expectations.

An ideal counseling program for veterans would involve comprehensive information concerning every aspect of the G.I. Bill. Not only must the veteran be acquainted with federal and state programs and benefits, but also he should be knowledgeable about additional benefits offered by the institution and the community.

An extensive explanation about what college encompasses—courses, hours, economic factors, studying, and attaining grades, must be a priority. Initially, the veteran must be aided in deciding what direction he wants his life to take and then in making him feel secure about his decision—thus, paving the way to a successful college career. Presenting all facts and aspects of college life to him in the beginning will make coping with problems less traumatic and he will know what to expect and what is expected of him.

After disseminating all pertinent information to the veteran, the college must make as many services available to him as possible—services that make post-secondary training a reality and not just a dream.

Guidelines for the Organization of an "Ideal" College Veterans Program

Recently a dozen community college educators and several student veterans met with representatives of the Veterans Administration and the Office of Education under the sponsorship of the American Association of Community and Junior Colleges to discuss the needs and problems of veterans entering or pursuing a college education. The following guidelines have been prepared on the basis of many of their discussions and recommendations, and should prove helpful to all post-secondary institutions. The chairperson for this group was Ms. Betty Pollard, division chairman, general curriculum, Forest Park Community College, in St. Louis, Mo.

1. *Appoint a Campus Veterans Advisory Council*

A veterans advisory council, composed of student veterans, college staff representing all aspects of the college having a significant impact on the veteran's educational life, and key representatives from the community, should guide the college in the improvement, development and maintenance of comprehensive and effective programs and service for veterans.

In selecting members from the outside community, consideration should be given to:

- Federal agencies (Veterans Administration and Employment Security,
- Local community action groups, churches and service organizations, such as the Red Cross,
- Chartered veterans service organizations (The American Legion, The Veterans of Foreign Wars, The American Veterans Committee, Am Vets),
- The Urban League, NAACP, the G.I. Forum, Aspira and other agencies providing specific programs and services for minority veterans.
- State veterans programs, ordinarily related to the governor's office.
- Other veterans outreach and assistance programs such as those developed under the leadership of the National League of Cities and Conference of Mayors.

No advisory council can begin to define a model veterans program for a college until it has surveyed the extent and adequacy of services already available in a community. The second step is to survey the nature and needs of the veteran population to be served. Community racial composition, educational needs, the employment situation, and many other factors must be discerned. Finally, the institution's veterans program is conceived and constructed.

2. *Provide Liberal Entrance Policies*

Liberal entrance requirements for veterans should include: a) a forgiveness policy regarding low college academic grades obtained prior to enlistment, b) an "open door" admissions policy, and c) adequate, available entrance counseling and advisement.

In a recent American Council on Education veterans survey it was noted that veterans were significantly more likely than non-veterans to believe that everyone should be provided an opportunity to go to college regardless of past performance or aptitude test scores, and that open admissions should be adopted by all publicly-supported colleges. Certainly this attitude reflects a common experience among many veterans whose formal education, prior to military experience, was marked by failure or marginal survival.

3. *Offer Generous Credit for Educational Achievements Obtained in the Military*

Many veterans have undergone significant educational experiences while in military service. When these experiences are relevant to a veteran's planned program of study, he should be provided appropriate college credit.

Many opportunities exist for servicemen to pursue formal education in the military. The Commission on the

Accreditation of Service Experiences of the American Council on Education provides an evaluation and credit recommendation services for many of these courses by panels of nationally-recognized civilian scholars and experts. The 1968 *Guide to the Evaluation of Educational Experiences in The Armed Forces* (Cornelius Turner, editor) summarizes many of these credit recommendations. In preparation by the Commission on the Accreditation of Service Experiences is a new guidebook which will make credit recommendations of military service school courses for occupational and technical programs at civilian institutions. For further information write: Jerry Miller, Director, The Commission on the Accreditation of Service Experiences, #1 Dupont Circle, N.W., Suite 828, Washington, D.C. 20036.

Opportunity should also be provided for veterans to earn college credit for United States Armed Forces Institute (USAFI) courses and tests and for the successful completion of credit-by-examination programs, such as, the College Level Examination Program (CLEP) and the New York Regents' College Proficiency Examination Program. Institutions should consider granting exemption from (or credit for) required health and physical education courses in view of related life experiences in the military. For further information write: William Graham, Director, Department of Defense, United States Armed Forces Institute, Madison, Wisconsin 53713 and/or Jack Arbolino, College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019.

4. *Provide Financial Assistance and Guidance*

Until this Fall, many veterans required short-term loans and/or tuition deferments until their initial check arrived. Now it is possible for colleges to provide the opportunity for veterans to receive at the time of registration a payment check for the first month (or portion thereof) and the second month through the new V.A. advanced payment provisions. Colleges must plan adequate procedures for handling the advance payment checks which will be mailed to the student in care of the college.

One of the more imaginative veterans' financial-assistance programs has been designed by Montreat-Anderson Junior College, a private institution in North Carolina. The college offers veterans a $500 tuition scholarship, reasonable dormitory housing, and, through the efforts of the local junior chamber of commerce, a significant number of part-time jobs among businesses in the county.

Most veterans, even at low-cost community colleges, must work at least part-time, particularly those with young families. Many colleges have found community agencies very helpful in supplying part-time employment to veterans. Tri-County Technical Education Center (S.C.) can provide a half-time job to any area veteran as a result of the willingness of several local industries to provide jobs for veteran students.

An enterprising collegiate veterans club at a midwestern college listed and cataloged each member's abilities, experiences and part-time employment needs. Beginning with the college president and the local mayor and proceeding to community service clubs and churches, they made known their needs and abilities in a most effective manner. Many veterans clubs provide a revolving placement center. As each club member graduates or leaves the area, he lists his part-time job with the club so other members may know of its availability.

5. *Coordinate and Centralize All Veterans Services in One Full-Time Veterans Office*

The provision of a full-time veterans' affairs office which will provide counseling and referral services, operate an effective outreach program for veterans, and coordinate special educational programs for veterans is a basic requirement of the new USOE Veterans Cost-of-Instruction Program. This office should have its services available to all veterans during the daytime or evening at all locations having a significant veterans enrollment.

One of the keen frustrations of the young veteran is the frequent "run around" he receives in quest of an answer to his question or the resolution of a need. The bureaucratic tendency to fragment aid to individuals through a myriad of social agencies has been a pattern reflected in many institutional services to veterans. The veteran must go to the registrar for admission, the financial aid officer for tuition deferment, the placement officer for a part-time job, the veterans club for specific information, the local veterans service organization for technical assistance, the dean for veterans' deficiency courses, the learning laboratory for tutoring, and the local bartender or his wife for consolation.

Monroe Community College, Rochester, New York, has united almost all of these functions in the office of the Veterans Affairs Counselor, staffed by Charles Adimaro, a trained counselor and former financial aid officer. He becomes the campus veterans' advocate and ombudsman. It is significant that veterans enrollment during the past 2-1/2 years under this arrangement has increased from 87 to well over 1,500 and that the college now has one of the nation's largest and most active veterans clubs.

6. *Develop Adequate Procedures for Meeting the Needs of Disabled Veterans*

As we have previously mentioned, there are many varieties both in the nature and extent of disabilities. Most veterans with physical disabilities can attend college if campus facilities have been designed or modified for the physically handicapped student. Where such facilities exist—ramps and elevators, at all buildings, appropriate washroom facilities, lowered drinking fountains, special parking areas—the campus is termed "barrier free."

There are other forms of disability that a college should reflect upon. Certainly the drug-dependent and other-than-honorably discharged veterans are in a very real sense disabled. Further information on these problem areas is found in subsequent chapters.

7. *Plan A Comprehensive Program of Supplemental Academic Assistance*

At some point many veterans, perhaps most who attend community and junior colleges, need or could benefit from one of the special academic assistance programs provided under the G.I. Bill. There are three distinct programs available to veterans and servicemen with no charge made against their basic educational entitlement. These programs are detailed in Chapter V.

8. *Develop a Dynamic, Service-Oriented Veterans' Club* (See Chapter IX)

A college which has a dynamic collegiate veterans organization, vitally involved in outreach and tutoring programs, providing community services and campus orientation and meeting the financial and social needs of veterans, is uniquely attractive to the prospective veteran student.

The veterans association at Jersey City State College under the guidance of veterans counselor, Robert Sniffen, has been most active in encouraging state and national legislation favorable to veterans. It has also been active in veterans outreach and community service programs. Last Christmas members raised $500 for St. Albans Naval Hospital. The association is now in the process of adopting an American Indian child as well as participating in the olympics for mentally retarded children. Such an organization not only provides a peer-group vehicle for responding to veteran needs and concerns, it also provides the college with a most positive community image.

The National Association of Concerned Veterans, NACV, (formerly the National Association of Collegiate Veterans) is the most prominent national organization of Vietnam-era veterans on college campuses.

During the past year under the leadership of President James Mayer, NACV achieved significant political maturity. During 1972-73 the Association provided the most consistent peer-group representation of the concerns of Vietnam era veterans in Washington. Despite a virtual non-existent financial base, probably no single group made a greater contribution toward the achievement of the significant 1972 veterans' educational package.

9. *Establish an Imaginative Comprehensive Veterans Outreach Program*

If an institution has developed the quality and extent of services suggested in the previous guidelines, it has a valid and enticing educational option to offer veterans in its community. Marketing such a product should be relatively easy. Several national programs have been organized to assist colleges with outreach efforts.

Over 600 community and junior colleges are registered in the cooperative veterans outreach program developed by the American Association of Community and Junior Colleges and The American Legion. Most of these institutions regularly receive a list of veterans being discharged in their area. Student veteran outreach workers, under the supervision of a designated college official, ordinarily carry major responsibility for the success of the program.

The most successful outreach and recruitment programs usually have certain factors in common: a) strong institutional support at the highest levels; b) student veteran peer-counselors and outreach workers who are enthusiastic, well-trained and adequately supervised; c) attractive publicity programs in all community media; d) person-to-person contacts by phone or personal visit; and e) strong cooperative linkages with all relevant community agencies.

10. *Develop a Totally Supportive Staff*

Last, and perhaps most important, an institution must have the entire college staff sensitized to the needs of veterans in order to adequately meet their needs, understand their problems, and recognize their potential as valuable, respected members of the college community.

The Community College Veterans Affairs Officer

Many different models have been developed for the staff person who coordinates veterans programs and services at colleges. The evolution of his job has frequently been an accident of history—perhaps an accumulation of those responsibilities, not well performed by others, for which there was a significant demand.

Establishing a Job Description for the Veterans Counselor

How does one go about deciding what a veterans counselor should do? A good place to begin is with student veterans themselves.

Invite veterans to a meeting to discuss their needs. You will probably want to invite certain members of the staff who frequently relate to veterans: the admissions and financial aid officer, the dean of students, veterans club advisors, etc. Each college has an official liaison person with the Veterans Administration. He or she is usually the person who has oversight of the processing of veterans forms.

At the meeting list all of the needs of veterans and the ways in which your college responds to these needs.

In an honest and open environment veterans and staff should evaluate the strength and weaknesses of their programs and services for veterans. Are there new programs that should be explored, such as tutorial supplementary assistance? Are programs needed for military servicemen at nearby bases?

On many college campuses veterans concerns are fragmented as a minor responsibility of several staff. Where a college has few veterans this may be necessary, but when the numbers of veterans approaches 200 it is time to consider designating a counselor as a full-time advisor, confidante and advocate for veterans. Busy college administrators ordinarily welcome such a staff person to assist them with their responsibilities.

Among those responsibilities frequently assigned to a veterans affairs director are the following:

- Organization and oversight of a comprehensive veterans affairs office with services available at convenient locations and times to all student veterans.*
- Oversight of the processing of all veterans forms and papers for the Veterans Administration.
- The development of cordial working relationships with the Veterans Administration Regional Office, particularly the Adjudication Officer, the state veterans approval agency, and local and state veterans service organizations.
- Oversight of an active program of veterans outreach . . . acquainting area veterans who are undereducated with the educational opportunities available through the college and their area institutions.*
- Coordination of admissions and orientation procedures for veterans, servicemen and wives and widows of deceased and disabled veterans.
- Establishment and operation of a tutorial assistance program. This is a special veterans program for which federal funds are available under the G. I. Bill (see Chapter V).*
- Organization and guidance of an active, viable veterans club or organization. Such clubs can become vital service groups within the campus and community.
- Coordination with the director of financial aid the veterans participation in student loan, grant, work study, deferred tuition and other financial aid programs.
- Coordination with the director of placement of part-time employment opportunities and job placement and educational transfer guidance.
- Coordination with the academic dean in the establishment of and assistance for veterans academic assistance classes funded at no cost to entitlement under the G. I. Bill (paragraph 1691, 1696).*
- Stimulation of special community veterans programs and services, such as, veterans education and job fairs, benefits nights, a telephone hotline, social and community service activities.
- Provision of comprehensive, supportive counseling and advocacy services within the college community.*

*These services must be provided by institutions funded under the USOE Veterans Cost-of-Instruction Program.

The following description of the outstanding veterans services provided by Macomb Community College, Rochester, N.Y., has been prepared by the program's creator, Charles Adimaro, veterans counselor.

Macomb Community College Program

"Man, trucking all over the damn campus just to take care of business is a real hassle."

The above quote exemplifies one of the paramount "hassles" being experienced, and expressed to us, by student-veterans on many campuses across the country. Veterans seem to feel a need for the creation of a centrally located ONE STOP SERVICE OFFICE. This office would be administered by a director of veterans services, who, with the assistance of student-veterans acting as para-professionals, would perform the following functions for all veterans on campus.

1. *Registration and Certification Assistance.*

- Certify forms for students receiving benefits from the VA—Korean Veterans (PL 550), Children of Deceased Veterans (PL 634), Disabled Veterans (PL 894), and Veterans under the Readjustment Benefits Act of 1966 (PL 89-358).
- Verify enrollment certifications, attendance forms, change of programs, change of school, change of hours, change of address, change in the number of dependents, change in marital status, withdrawal from school, and verification of similar forms for Children of Deceased or Disabled Veterans.
- Assign and approve tutors, and verify tutorial reimbursement forms.
- Assist disabled vets with the procurement of books, supplies, handicapped parking arrangements, and, if needed, veterans to act as attendants for handicapped vets.
- Provide an advisory service to all registering day and evening school veterans, and dependents of deceased or disabled vets.

Commentary

Many veterans find the registration process a very depersonalizing experience, which often conjures up memories of the "hurry up and wait" hassle they encountered in the service. Too often, this hassle turns them off to higher education.

Their feelings of bewilderment and frustration can often be eliminated by setting up an advisory table at registration. This advisory table would be manned by para-professional veterans who possess a working knowledge of the registration process, coupled with a complete knowledge of the academic structure of the institution.

The para-professional veteran could assist registering vets with the deferment of tuition costs (should the registering vet not have the money to pay his total tuition), completion of enrollment certifications for new and returning student-veterans, registration of handicapped vets, correct completion of registration forms, and provide general assistance to dependents of deceased and disabled veterans.

Above all else, the advisory table, administered by student vets, demonstrates to the registering veteran that this particular college really wants him as a student, has confidence in his maturity and ability to work with other students, and is committed to meeting his academic, financial, and personal needs.

After the veteran has been registered, the ONE STOP OFFICE should provide advisement in the following areas:

2. *Career Development Guidance.*

We use the term "career" in the sense that it encompasses the academic, vocational, personal, immediate, and long-range goals of the veteran.

Commentary

We have found that student veterans require career advisement almost from the very minute they are approached by our Outreach workers. Some of these veterans are extremely motivated, determined not to be "privates for the rest of their lives", and genuinely excited about "getting into books".

As a career counselor you are favorably impressed when you encounter a motivated, determined young man, and often his enthusiasm becomes contagious. Quickly you, too, become excited about his potential success in academia. Your excitement wanes, however, as you peruse his high school record and realize that his high school GPA, six years ago, was 65, that he has not looked at a text book in six years, that while in high school he "majored" in gym and shop, that he never took chemistry, physics, a foreign language, or math; and now this young man sitting before you is telling you that he intends to become a neurosurgeon.

The aforementioned factors, taken collectively, may appear to be obvious deterrents to the successful realization of this veteran's goal. You might be tempted to advise him, straight out, that his goal is totally and categorically unrealistic. This could be very unwise.

We have had occasion to observe a significant number of veterans with precisely this kind of deficient academic background. Frequently, these men possessed the intestinal fortitude to take two or three steps back to prerequisite high school courses, then tackle college level courses, graduate with honors, and finally be accepted to pre-med programs at some rather prestigious universities.

Now, this is not to suggest that *every* vet with an unfortunate academic background will be capable of realizing such goals, regardless of how much determination and motivation he may exude. It is this very "reality" of the situation which places the onus on the career counselor, in his counseling technique, to find that middle ground between making the vet cognizant of his deficiencies, and at the same time, not breaking that spirit which may carry him to the realization of that "apparently" unrealistic goal.

To find this "middle ground" and walk it successfully presupposes that the career counselor not only possesses the expertise for this type of counseling, but he must also be prepared to commit himself to the considerable amount of contact time inherent in such a case. This young man "needs" the career counselor's approval and reinforcement as the vet contemptuously conquers prior academic deficiencies and progresses toward his chosen vocation. Often the vet needs the guidance and advise of the career counselor to apprise him of another career orientation, should the vet's first goal prove, in actuality, to be unrealistic.

Of course, the degree of academic readiness and individual intellectual ability of veterans runs the gamut from the highly motivated, self-assertive individual, which we have just discussed, to the other extreme.

At the other end of the continuum, we find the unmotivated, highly apprehensive vet who enters the counseling office with fear and trembling. Unlike his "motivated" brothers, this vet is unsure of himself, unsure of you, unsure of what will be expected of him academically, and obviously unsure of his ability to meet academic requirements once he is made aware of them.

However, the very fact that he has taken the initiative to come to the college implies that his uncertainty is not of a degree which would render him totally lacking in all academic aspirations. This indecisive vet requires a little different approach to "career" counseling. We have found that it helps if he knows there are 1,500 vets on campus, that there is a Vets Club with 800 card-carrying, dues-paying members, that the Vets Club has its own office where he can get a free cup of coffee, exchange war stories, and find a "buddy" with whom he may attend classes. The "buddy system" evolved out of many experiences we had with apprehensive veterans. Some are resentful of academia because they are the products of past academic failures. Some have confided that they were stigmatized in high school because they were "non-regents students" and, in many overt and covert ways, were the objects of discrimination from many of their peers. Many never graduated from high school or, if they did, their four-year averages were so low, they never considered college as a viable alternative. A significant number received their high school diplomas while in the service after passing the GED examination and have taken satisfaction from that fact. Yet, they still have doubts as to how they will perform in a structured educational atmosphere.

These young men need to be reassured, reinforced when they get good grades, guided into remedial and refresher courses and, occasionally, initially placed among particularly empathetic faculty members.

We try to put each veteran at ease. This is not to suggest that they are coddled or mothered. They do not want or need to be patronized. They simply require an honest, sincere office that "gives a damn".

3. *Placement*

Provide assistance and advisement in this area by conducting classroom seminars apprising vets of the services available to them by your office, contacting industries and community organizations to determine their employment needs and how veterans might fulfill these needs, organization of visits by placement representatives, informing veterans of the time, date, and place of the visitation, and coordinating all efforts with the college director of placement.

Commentary

We have found that many businesses and industries will telephone us directly looking to hire veterans; this fact, in

turn, pushed us into the area of offering a placement service. Even though many placement representatives are looking specifically for veterans, in order to provide the best placement services for the vet, it is imperative that the director of veterans services take the initiative to originally contact and maintain lines of open communication with prospective employers.

4. *Transfer Guidance*

Provide general advisement in the area of transfer by establishing lines of communication with college representatives, informing vets when these representatives will be on campus, counseling transferring veterans on an individual basis in an attempt to find a college which best meets their financial, academic, and personal needs.

Commentary

Married veterans, who may have houses to sell, apartments to sublet, and families to relocate, need to formalize their relocation plans as soon as possible. Therefore, much of your assistance in the transfer area will consist of trying to expedite their admission to another college. Letters of recommendation or telephone conversations with admissions offices at senior colleges, frequently enable that admissions office to accept a vet whose admissions application might be a borderline case.

A significant percentage of veterans work full forty-hour weeks, while carrying full-time loads. In most instances their financial situation dictates this arrangement; and, as a result, many experience some academic difficulty. After they graduate and attempt to transfer, the reviewing admissions committee is invariably grateful for the knowledge of such mitigating circumstances. This information enables them to make a fair and equitable assessment of the candidate's ability to succeed at their institution.

We also assist the vet in his search for housing at his chosen college. Often we are successful in finding employment, on campus, for the vet or his wife. In short, we do not simply curtail or truncate the services of our office when a vet leaves the college.

5. *Financial Aid*

Providing vets with all the forms necessary to apply for federal, state, and local financial aid, holding financial aid meetings for all veterans on campus (where information regarding the completion of forms is provided step by step for each form), requesting financial support from VFW and The American Legion Posts in the area in an effort to establish small-amount, short-term, interest-free loans, and working closely with the director of financial aid in making awards for veterans.

Commentary

We have been very fortunate to have the strong support of local American Legion and VFW posts.

The VFW gave us $3,000 to establish scholarships and short-term, interest-free loans. Congressman Frank Horton generously donated $1,000; and MCCC, in turn, created the Frank Horton Short-Term Loan Fund for vets on campus. We have kept the loans to a minimum $50 amount, and the vet has 30 days in which to repay his interest-free loan.

There may be veterans or community service organizations or industries in your area which have expressed a concern for Vietnam era veterans and which might be willing to contribute to a scholarship and/or loan fund for student-veterans. At the beginning of every semester, we call a veterans' financial aid meeting, which is generally attended by approximately 400 vets. At that meeting, vets are made aware of all the various types of financial aid for which they can apply. There, we distribute each financial aid application (EOG, NYHEAC, Scholar Incentive, BEOG, etc.) and go through the forms with them, answering questions and giving instructions on how to correctly complete each form. After the veterans have completed the forms, they bring them back to us for review. They are then mailed to the appropriate processing center.

3

Organizing a Veterans Outreach Program

The veterans outreach program is often interpreted too narrowly by educational institutions. For some schools the program simply represents the opportunity to swell their enrollment figures, while others make an all out effort to provide as many services as possible to all veterans. Even though we educators are painfully conscious that this is the academic age of "recruitment" rather than "admissions", we must be ever cognizant of our professional responsibility as well as our moral obligation to guide rather than to dictate the decisions of young adults.

The primary focus of the veterans outreach program must *not* be to recruit as many veterans as possible into the student ranks of the institution. The outreach program must provide the opportunity for veterans to explore both the non-academic and academic range of options open to them. The program must also assist veterans in making a critical selection from these options, and then, *facilitate* the process which they must follow in order to reach their desired goals. In order to do this, the educational institution must plan an outreach program which includes a network of cooperating community service agencies responding to the non-academic needs or priorities of veterans. The technique must be "total approach" in order to achieve success; a "tunnel vision" is unacceptable and ineffective.

The totally responsive institution will meet veterans' needs by planning and implementing a multi-service veterans outreach program which does not begin and end with recruitment. Aspects of the "multi-service" veterans outreach project will be discussed in this chapter.

Formulating the Program

Having developed appropriate goals and objectives, the immediate task at hand becomes that of formulating the organization of a program. In many instances, the total institutional organizational pattern may determine what the veteran outreach program looks like organizationally. If, however, you have a free hand in this process, those involved may want to consider each individual's operational style, and whether these various styles would be productive or counter-productive in terms of long-range goal achievement. For example, a very loosely organized program might have a director or coordinator who, although he or she might serve in the role of major administrator, would, in fact, be more of a facilitator, allowing individual staff members maximum freedom to plan schedules, share tasks, develop individual referrals and advise student veterans. Or you might select a more formal structure which would require formal reporting at designated intervals, formal staff meetings, and a single referral bank to be used by all staff.

The fact that a number of mature, but often inexperienced Vietnam-era veterans will staff the program should be considered, especially in the beginning of the program, for they may require more direct supervision until the job has been mastered. Therefore, a staff training component should also be a required component of any veterans outreach program.

An advisory committee should play a major role in determining the policies, practices and directions of the veterans outreach program. This group, which ideally would consist of representative(s) of the academic community, should also have representation from the church sector, business sector, relevant community organizations and, of course, Vietnam-era veterans themselves.

Whatever organizational pattern you select, be sure it is one which is readily accountable in the areas of formal evaluation and of program performance based on the numbers of veterans assisted.

A typical outreach program might have a simple organizational structure like this:

President
Vice President/Dean-Student Affairs
Director of Veterans Programs and Services
Assistant Director for Veterans Outreach

Outreach Worker 1	Outreach Worker 2	Outreach Worker 3	Outreach Worker 4	Outreach Worker 5

In many institutions the veterans outreach program will come under the office of the person in charge of student affairs (or special projects) who reports directly to the school president and supervises activities of the director or

coordinator of the outreach program. A well-qualified, trained and experienced student veteran acting as assistant director could assume the responsibility of lead outreach worker who, in addition to performing outreach work, would assume some responsibility for the coordination and guidance of the daily activities of the staff. This person could be a recent graduate or mature, experienced student veteran at the institution.

Each designated "outreach worker" is assigned areas of responsibility in which the worker will actively develop names on his own for contribution to the "referral bank" of resource persons and agencies, in addition to those names of resource persons which originate during the normal course of his work. For example, one outreach worker might be responsible for the identification of additional resource persons in the area of employment, another in legal aid, a third in housing. Also, each member of the advisory committee could be designated as a "partner-advisor" for the area which relates to his or her area of interest or expertise. The "partner-advisor" would aid the outreach worker in his or her area of responsibility by helping to develop strategies, to make contacts and to recommend resource persons to the referral bank. This method provides a productive vehicle for developing a strong referral system outside of the college which will be crucial to the success of the program.

Staffing the Outreach Program

Who should staff the outreach program? This question, although it has an obvious answer, can become more complicated in the context of institutional structure in which minimum credentials are often required for certain level positions. To state that the director or coordinator must possess a degree in a field most relevant to the duties he will be required to perform, will not in itself guarantee success. If you have a very free structure within which to operate, you may want to consider totally ignoring credentials and concentrating on the individual's experience, and his/her ability to relate to staff, to veterans, and to institution's administrative structure. Judging an individual's "ability to relate" will, of course, be purely subjective. Nevertheless, certain questions must be answered before any staffing decisions are made.

- Should the person be a veteran?
- A Vietnam-era Veteran?
- Has he/she had experience in counseling, supervising, working with academic administrators, working with non-academic groups, working in the community, working in veterans' programs with Vietnam-era veterans?
- Will race and/or ethno-cultural background be a hindrance in view of the veteran population to be served?
- How well does the person know the community?
- What relevant academic experiences has he/she had?
- What personal qualities would limit or facilitate his/her job?

Certainly, those making staffing decisions must possess good knowledge of the academic and non-academic community in order to be able to weigh the importance of each of the above in view of the position to be filled and duties to be performed.

Staff Training and Development

About the time that staff has been selected, immediate consideration should be given to an on-going staff development and training component. An informative booklet or manual, written in a simple, straightforward style, could be developed and would be extremely useful to any new staff person. Such a manual should contain:

- Brief explanation of the program—its goals/objectives
- Brief description of the college—its programs and relevant offices
- Brief description of the total community which would help in understanding the veterans
- Annotated list of important organizations with which to cooperate, such as,
  - Veterans Administration
  - Employment Services Commission and employment programs
  - Local government agency veterans offices
  - Manpower and vocational programs
  - Charter or traditional veterans groups (The American Legion, VFW, etc.)
  - New veterans groups (NACV)
  - Federal programs affecting veterans
  - Financial aid programs affecting veterans
  - Community organizations having special veterans programs (The Red Cross, The Urban League)

A seasoned outreach worker or the director should accompany a new worker when he goes out to make his first contacts. This will give him an opportunity to observe, make suggestions and correct any informational errors that are made, and will prevent the transfer of misinformation into the field.

There should be regular staff training sessions during which workers are given the opportunity to share experiences, trade information about techniques and approaches, plan cooperative ventures, learn about changes in academic programs or policies, learn how to identify and fill out complicated VA or agency forms which veterans must always face, evaluate personal and program progress, and plan for the future. In community and junior colleges it is a good idea to try to hire a number of first-year student veterans in order to prevent the loss of program expertise when the second-year student veteran graduates and leaves.

Student veteran workers should be encouraged to work closely with each other, and the director should coordinate activities of his office as closely as possible with non-academic agencies and organizations, as well as college staff and faculty.

Implementing The Program

The first phase of implementation will involve identification of the target group. Heretofore, many educational groups had complained about the lack of accessibility of lists of separatees which would aid in this identification process but, presently, there are a number of ways whereby institutions wishing to provide services for veterans can obtain lists. One of these is through the cooperative veterans outreach programs co-sponsored by educational agencies and The American Legion. The Cooperative Outreach Programs are operated in cooperation with The American Legion by the American Association of Community and Junior Colleges for two-year schools, and by the American Association of Colleges for four-year schools.

The Veterans Administration has now been instructed (DVB Circular 20-69-77) to make available the lists of educationally disadvantaged veterans called "VADS 13", the first set of which was issued for March 1973, and subsequent lists at the end of each month. Also, as per section 412 of Public Law 92-540 enacted October 24, 1972, the release of names and addresses of former personnel of the armed services and their dependents to non-profit organizations directly connected with the conduct of programs and utilization of benefits under Title 38, was authorized. The regulations for this release of names were printed in the *Federal Register, Vol. 38, No. 74, April 18, 1973.*

Some institutions have indicated success in obtaining names of veterans through employment security, register of deeds, and Selective Service. However, obtaining lists by this process is likely to be more tedious, if not less accurate, than through a special nationally organized program, a chartered veterans organization (AVC, VFW, The American Legion, G.I. Forum), or a local or state program.

After identification, a number of techniques can be utilized to reach the veteran. Differing degrees of success have been reported by various programs which utilize one or more approaches or techniques. A trial and error approach may become necessary to determine which is most successful in your area of the country with the unique target group which you are attempting to reach. However, the key words in this instance are "personal contact".

You will have to define what is to be considered a "successful contact". Some persons in veterans services feel that contact with the veteran is successful only if he or she is given counseling which directly results in the pursuit and attainment of a particular service by the veteran such as, obtaining employment, a loan, or medical treatment, locating housing, filing of benefit papers, enrollment in an institution of learning—whatever the expressed need may be. Others believe that completion of person-to-person contact is, in itself, a successful service, because it is through this contact that the veteran gains information and the door to additional help is jarred open.

Outreach Techniques

In addition to person-to-person contacts, other techniques that have been successfully utilized include:

- A personal, handwritten letter of introduction to the veteran signed by the student veteran outreach worker, briefly telling about benefits, college programs;
- Follow-up telephone call to arrange a personal meeting or campus visit at the convenience of the veteran;
- Mass media approach—news releases, ads in classified employment section of magazines and newspapers;
- Colorful posters, brochures, flyers, bumper stickers;
- Job and opportunity fairs and benefit nights;
- Films and lectures at neighborhood clubs, churches;
- Visitations to VA hospitals and military bases which are separation centers;
- T.V. and radio public service announcements, interview shows and panel discussions;
- Information desks in strategic locations such as clubs, bars, recreation centers, employment security offices, shopping centers;
- Mobile vans in neighborhoods;
- Social activities well publicized, such as a dance which provides free refreshments;
- Information sent to elementary schools for children to take home to parents;
- Regular campus tours which provide free transportation to and from campus.

Additional techniques have been utilized by a number of schools around the country. Descriptions of many of these programs can be obtained from AACJC.

Following up these various efforts is probably the weakest area of most outreach programs. If a veteran says "no," that he is not interested in any of the programs, it may mean that he is not interested at that particular time. Outreach workers should be oriented to follow-up contacts by telephone, letter, return visits at regular intervals, to not only the veteran who has *not been recruited* into a program, but the one who *has been recruited*, to determine whether he is happy with his program and if he desired further assistance.

Once the veteran has been identified, contacted, and recruitment follow-up techniques have been applied, a more intensive counseling effort can be initiated. The student veteran should be encouraged to begin to look realistically not only at educational and career objectives, but also at personal objectives. The student veteran should be encouraged and guided to perform a self-analysis and to set some long-range goals based on this analysis. The professional counseling staff of most schools will be able to fill the role of the academic/educational/career counselor. However, a comprehensive counseling referral service may need to be provided for veterans with more extensive counseling programs. A comprehensive counseling referral service will include the following:

- Drug counseling and treatment
- Legal counseling and aid
- Personal counseling (such as consumer purchases, family relationships, etc.)
- Psychiatric counseling

These counseling services can be supplied by various volunteer community agencies. It is important that this vital referral be formalized to the extent that the veteran is assisted in making appointments, has one designated person whom he or she can ask for by name, and who has been designated to work with veterans. (A similar agreement might even be arranged with the school's counseling staff.)

Finally, an evaluation component is very important because it is through this component that you will be able to determine the success or failure of your program, and plan for future structuring, new services to be provided, additional staff needed or staff training. The evaluations should be a serious undertaking and an evaluative instrument devised which would allow you to obtain sufficient feed-back from staff and veterans served, as well as other cooperating agencies. It should also be devised so that statistical information can be gathered, especially in terms of numbers of increased student veteran enrollment, number of veterans retained, number of contacts with veterans and which techniques have been most successful. Not only will this information be useful to you and the advisory committee in planning, it will also allow for the program accountability with which you must always eventually deal.

Continuing Services For Veterans

As a result of the initial organizational planning process, and the comprehensive counseling services, and a critical evaluation of the outreach program, a special services unit should emerge based on a needs analysis. Some special veterans services which have emerged in various college veterans programs around the country include:

Non-Academic

Employment referral and job placement
Transportation pools
Housing location assistance
Free medical treatment
Welfare application assistance
Food stamp application assistance
Legal assistance and referral (including filing for review of dishonorable discharges)

Academic (Special Financial Aid Packaging)

The Basic Education Opportunity Grant Program (BEOG)
National Defense Student Loans (NDSL)
The Educational Opportunity Grants Program (EOG)
The College Work-Study Program (CWSP)
The Federally Insured, Guaranteed Student Loan Program
Tutorial assistance under the G.I. Bill; and VA Work-Study Program
Vocational Rehabilitation Assistance/G.I. Bill
Talent Search/Upward Bound and Special Services Student Grants
Career Opportunities Program (COP)
State Student Incentive Grant Program
Student Loan Marketing Association
Scholarships, Loans, and Grants available through the college, churches, labor unions, civic groups, and banks
Emergency loan funds
Deferred tuition payments

Academic (Other)

Book exchanges
Tutorial-remedial (including GED and college preparatory)
Special veterans study groups
Special veterans class sections
Maximum credit granted for CLEP examinations
Credit by examination
Credit for service related experience
24 hour program* (granting a high school equivalency certificate to veterans lacing a high school diploma who successfully complete 24 hours at the college)

*Monroe Community College, Rochester, New York, has developed such a program.

Descriptions of Veterans Outreach Programs

DuPage College

DuPage College is situated just outside of the Chicago metropolitan area, and draws many of its 6,021 students from surrounding counties. During the 1972-73 season, the college was witness to an increased enrollment of 300 students, while at the same time the total increase in student veteran enrollment also equalled 300. These figures reflect a 100% correlation in general student and veteran student enrollment growth. Recently, DuPage qualified for a veterans cost of instruction award because of a 122% increase in veterans enrollment. There are now 1,725 student veterans enrolled, of whom approximately 985 are Vietnam-era veterans.

To what does DuPage attribute its apparent success in attracting large numbers of veterans? Much of the credit can be taken by the outreach program which has assumed a major responsibility for campus veterans activities and services.

In the past, the veterans outreach program operated out of the admissions office. The larger responsibility for program implementation was shouldered by the outreach workers alone. V.C.O.I. money will allow for some organizational changes to be made. First of all, the staff of three outreach workers who work on a part-time basis and are paid through funds made available by the Illinois Veterans Commission, will be bolstered by three additional workers. These workers will be paid out of V.C.O.I. funds. In addition, the outreach program can expect some help from four veterans who will work on campus, part-time, assisting personnel in the veterans certification office. A Vietnam-era veteran who has a strong background in student personnel and counseling will fill the coordinators' position, thus, completing the staff of the new veterans affairs office.

The Outreach Worker

The DuPage outreach workers must have a clear understanding of G.I. Bill benefits, a firm knowledge of the Higher Education Act as it applies to veterans, the ability to effectively advise veterans about the programs. They must be veterans themselves from the communities which they serve. Knowledge of veteran service agencies in their area is essential. The most outstanding characteristics of DuPage outreach workers are their dependability, intelligence and outgoing personalities.

Outreach Techniques

Each outreach worker receives a copy of the statewide lists from the Illinois Veterans Commission, and then reduces them down to the counties and towns in the district he serves. First, a personal letter is mailed to the veteran advising him that someone will be contacting him soon to offer assistance and to acquaint him with the technical, vocational, and educational opportunities available through many institutions of higher learning. The workers are prepared to give information about or referral to any area institution. The outreach program has a *service orientation*. The purpose of the outreach worker is to help the veteran become "psychologically and socially re-oriented." After the letter, a follow-up telephone call is made and then a personal visit during which the worker helps the veteran decide what he wants to do. Continuous follow-up after recruitment is accomplished through telephone calls and personal contact at school.

Benefit nights are held regularly, and are useful for disseminating information to a large group of veterans en masse. These benefit nights are usually held at a community location, and are widely publicized. Official representatives of agencies such as the V.A., Illinois Veterans Commission, etc., appear and answer specific or personal questions directly relating to their respective agencies. Literature from the agencies are made available on these occasions. Of course, DuPage makes use of the mass media to reach new veterans. T.V., radio, newspapers, flyers, brochures, are all part of their media campaign.

Coordination and Cooperation

The DuPage program is distinguished by well-planned coordination with other agencies (Illinois Veterans Commission, Illinois State Employment Agency, V.A., etc.), strong "cooperative administrative support," as well as a "team approach" to solving problems, and sharing information.

An outstanding positive feature of the college is its Veterans Club which has about forty active members. The Veterans Club has sponsored events and performed such

services as a blood drive, hospital visits, and a loan program for student veterans. Other projects included a toys-for-tots drive, a book drive for the St. Charles Boys' Home and a book exchange for veterans.

One student veteran who was recruited by the program recalled that he was personally escorted all over the college grounds by an outreach worker. His response was sincere appreciation, satisfaction, and gratitude that the DuPage outreach program exists.

El Paso Community College

El Paso Community College, which is located in El Paso, Texas, has a veteran target population which is largely Chicano. The student veteran enrollment, which is 64% Chicano, reflects the success of the program in relating to its target population.

The outreach workers at El Paso are Chicano Vietnam-era veterans. They are paid from the funds allocated for the college work-study program and the V.A.'s work-study program. Each of the workers lives in a different section of the city, and is responsible for conducting outreach activities in the zip code areas surrounding his home. They utilize the lists of separtees which have been made available by the V.A. and The American Legion.

The method employed in contacting the veteran is a three stage operation: (1) letter, (2) telephone, (3) a personal meeting. First, the veteran receives a handwritten letter, often written in Spanish. The letter is informal and tells a little about the outreach veteran and his studies at EPCC. Near the end of this one page introductory letter the veteran is informed that the outreach worker will contact him in the near future, or the veteran may initiate the action by calling the number supplied in the letter.

The letter is then followed by a telephone call made by the same outreach worker who wrote the letter. At this time additional information is given about the college and its offerings, and a possible meeting is arranged. The meeting is scheduled at the time and place most convenient for the prospective student. However, whenever possible, the meeting is scheduled on the campus itself. There the outreach worker conducts a tour of the college's facilities and introduces the veteran to any faculty or staff member available. This is the point at which faculty and staff play a very important part in the outreach program. An extended hand of welcome can do more than all the letters and telephone calls that the best outreach worker can make. Faculty and staff have been encouraged to greet the veteran being escorted by the outreach worker who wears the identification button, "Veteran Outreach."

Using the Media

Chicano veterans respond to the media. Talk shows on radio and T.V., and especially the ones done in Spanish, have been very effective. The Spanish community newspapers are capable of bringing the veteran to the school's door step. Signs and posters distributed throughout the community where veterans congregate have also produced good results. The church is an important element in the life of many Chicano families. Announcements about the outreach program made during Sunday services by the trusted parish minister can be carried home to the veteran by the mother or another relative.

The primary objective of the El Paso outreach program is to enroll Chicano/veterans at institutions of higher education in a field of study which has career ladder potentials. Of more importance, though, is the objective of helping the veteran stay in school. According to Ben Botello, EPCC Veterans Coordinator:

> "Encouraging a veteran to continue his education and then leaving him to face the complexities of a college atmosphere is not a fulfillment of our responsibility. Adequate veterans services and activities must be established. These services which include counseling, tutoring, job placement and a veterans' club can also function as a recruitment tool. Once the Chicano veteran knows there is someone on campus who he can turn to, someone who understands the problems facing him, he can then begin the process of self-actualization."

El Paso Community College

El Paso Community College, que esta situado en El Paso, Texas, tiene una población de veteranos en su mayoría chicanos. La matrícula de veteranos, sesenta y cuatro por ciento chicanos, refleja el éxito del programa en relación a la población a la cual se dirige.

Los trabajadores del "Programa Outreach" de El Paso Community College son, por supuesto, veteranos chicanos de la era vietnamita. Son pagados por fondos adjudicados para el programa trabajo-y-estudio del College y el programa trabajo-y-estudio del V.A. Cada uno de los trabajadores vive en una sección diferente de la ciudad, y es responsable de dirigir las actividades de alcance en las áreas del "zip code" que abarca su hogar. Utilizan las listas de los recién licenciados que la V.A. y The American Legion han hecho disponibles.

El método utilizado para ponerse en contacto con los veteranos es una operación en tres etapas: por medio de (1) correspondencia; (2) teléfono; y (3) entrevista personal. Primero, el veterano recibe una carta, escrita a mano y a menudo en español. La carta es informal y relata un poco acerca del veterano "outreach" mismo y sus estudios en EPCC. Cerca del final de esta introducción preliminar, el veterano es informado de que el trabajador "outreach" se pondrá en contacto con él en un futuro cercano, o el veterano puede iniciar la acción llamando al número indicado en la carta.

La carta es luego seguida por una llamada telefónica hecha por el mismo trabajador "outreach" que escribió la carta. En este momento, información adicional le es dada acerca del college y lo que ofrece, etc. y una posible entrevista es concertada. La entrevista es dispuesta a la hora y lugar mas conveniente para el candidato a estudiante, pero generalmente se lleva a cabo en el mismo campo universitario. Allí el trabajador "outreach" conduce una visita de las instalaciones del college y presenta al veterano a cualquier miembro del cuerpo de profesores o administrativo disponible en esos instantes. Este es el momento en el cual los miembros facultativos y del cuerpo de administración juegan un papel importante en el "programa outreach".

Una mano extendida en bienvenida, puede hacer más que todas las cartas y llamadas telefónicas que pueda llevar a cabo el trabajador "outreach". Los miembros facultativos y del cuerpo de administración han sido alentados a dar la bienvenida al veterano que es acompañado por el trabajador "outreach", el cual usa una insignia de identificación, "Veterano Outreach".

El veterano Chicano responde a las entrevistas de la radio, televisión, son muy eficaces especialmente aquellas efectuadas en español.

"Usando Medios de Comunicación"

Los veteranos chicanos responden en forma muy efectiva a las entrevistas por radio y televisión, especialmente aquellas hechas en español. Los diarios de la comunidad hispano-hablante son capaces, de traer al veterano hasta el primer peldaño de la escuela. El contacto constante con carteles y afiches distribuidos a través de la comunidad donde los veteranos se congregan también ha producido buenos resultados. La iglesia es un elemento importante en la vida de muchas familias chicanas. Anuncios hechos acerca del programa outreach durante la misa dominical por sacerdotes de confianza en las parroquias, pueden ser llevados hasta el hogar del veterano, por la madre u otro pariente.

El objetivo primordial del programa de outreach de El Paso Community College es el de matricular a veteranos chicanos en instituciones de educación superior, en un campo de estudio con potencial de opciones profesionales verticales. De mayor importancia, sin embargo, es el objetivo de ayudar a que el veterano permanezca en la escuela. De acuerdo a Ben Botello, Coordinador de los Veteranos de EPCC:

> "Alentár a un veterano a continuar su educación y luego dejarlo a que se enfrente con la complejidad del ambiente del College no es la realización de nuestra responsabilidad. Deben ser establecidos los servicios y actividades adecuadas para veteranos–entre estos, servicios tutoriales y de consejo, servicios de busqueda de empleo, y el club de veteranos–que puede también funcionar como una herramienta de enrolamiento. Una vez que el veterano chicano reconoce que hay alguien en el campo universitario a quien dirigirse–alguien que entiende el problema que él enfrenta–puede entonces comenzar el proceso de auto-actualización."

4

Veterans with Special Needs: Minority Veterans

Minority veterans include Black Americans, Spanish-speaking Americans, and American Indians. These three groups often have many problems in common. They have been systematically excluded from the mainstream of American life by the European or Anglo majority. Their socio-economic level is lower as a group than the majority population. Due to their socio-economic conditions, crime and criminal abuse frequently abound in their communities, and this crime is constantly perpetuated by organized criminal groups which function in the Anglo or majority society.

Because equality of educational opportunity has been denied to minorities, lower educational achievement has, more often than not, limited their ability to make significant strides in the academic arena, and subsequently, limited their progress up career ladders. The same lack of equal educational opportunity has resulted in a disproportionate percentage of minority veterans being relegated to combat duty while in the service; and, again, they miss the opportunity to obtain important career skills training.

Minority veterans frequently will either lack a high school education; or, if they have completed high school, will still require extensive remedial-tutorial preparation before entering an intensive college program.

Because the military is a projection of a segment of white society and culture, the minority person, while in service, is often subjected to the same abuses that he experiences in American society, at large. Psychologically, the minority Vietnam-era veteran is likely to be more proud, militant, outspoken, and reactionary than previous minority veterans, because he or she emerges from a group of people who have begun to demand *entrée* into the larger society, or their own "piece of the pie".

The veteran feels that his "piece of pie" had best be forthcoming because he has served his country. As one Black veteran stated, "They keep telling you constantly, while in the service, that the folks back home are really going to take care of you when you return." Many anti-war minority organizations and leaders such as Muhammed Ali, Martin Luther King, Jr., and Angela Davis, have influenced some veterans' thinking, and made them feel uncomfortable with their role in a war against third world people of color like the Vietnamese. Often these attitudes and/or pressures have been responsible for the disproportionate number of Black veterans who have received other-than-honorable discharges. (See Chapter on Less-Than-Honorable Discharges.) The high proportion of Black veterans receiving other-than-honorable discharges indicates the inequity of the military judicial system, as well as a lack of sensitivity by military personnel. Outreach staff should be aware of these conditions.

Approaching Minority Veterans

If you want to relate to a specific minority target population, there are some important steps which you can take. Begin by staffing the outreach program with members of the same minority group which you are trying to attract. Make certain they can relate positively to young minority veterans. Then, sensitize counselors, faculty, administrative staff, college personnel, as well as cooperating agency personnel to the cultural and socio-economic lifestyle and experiences of the target group. For example, the African tradition is an oral tradition whereby years and years of history were transmitted from one generation to the next through stories, song and music. Black Americans, although they are often not even conscious of it, have absorbed some of this tradition and you will often not receive a ready response to the written word from Black veterans. A formal letter to a Black veteran will elicit less response than a telephone call or a person-to-person contact.

Black veterans are often concentrated in large urban areas. Socio-economic conditions, and especially high unemployment, may cause these veterans to be more angry and more rejecting.

The Black veteran, like many young Blacks, will be less tolerant of conventional middle class norms of dress and behavior, although he may often be inspired to strive to obtain the tangibles which symbolize wealth in a middle class society.

Peer groups play a very important role in the life of many younger Blacks, and there is often a desire to meet expectations of selected friends. Although Anglo sociologists like to expound on the matriachial society and broken

families which characterize many Black communities, the Black veteran is more likely to have strong family ties, and the family structure will often be that of the "extended" rather than the "nuclear" family. It is important, then, to relate positively when possible, to the Black veterans's families. They can act in a supportive capacity.

American Indian Veterans

When Indian veterans constitute the target population, the staff should know, first of all, "who the Indian is". In the United States there are some 465,000 Indians, of whom about 90,000 live in Oklahoma (approximately 16,000 live in the Oklahoma City metropolitan area.) There is no standard definition of an Indian, in that Congress has not given a general definition by legislation, nor have the courts done so by interpretation. Therefore, a person is considered an Indian if he lives in an Indian community, and classifies himself as an Indian by his way of life, rather than by the degree of Indian blood. A staff member should know that tribal requirements also vary, and that each group has its own unique history and way of life, as well as its own problems. American Indians are not a single people, with a single way of life, or a single educational need.

Cultural values and/or personality characteristics will often distinguish Indians from non-Indians. Many may appear to be shy, uncommunicative and reticent. Some may have language difficulties. Often their reactions which invite misunderstanding are rooted in Indian tradition. Understanding of Indians can be improved through an intelligent examination of their history and cultural background through reading and by talking to the people themselves.

You should be aware that the Indian veteran will often be less concerned with time and therefore less habituated to a work schedule. The Indian veteran may seem to be reticent and unconversational, but that is because the majority culture has always placed higher value on the development of verbal skills. Most Indian societies have been cooperatives, and have placed less value on individual property rights. This has resulted in the close interpersonal relationships which characterize Indian communities. In many of the communities there is less concern about such values as saving for the future; Indians may often have a tendency toward an immediate, rather than a postponed gratification of desires. Indians are also less conforming to middle class norms of behavior and conduct.

For example, there is no stigma attached to illegitimacy; age is honored over youth; the placid person is better adjusted than the one who angers quickly; a low ego level and a striving for anonymity is more predominant.

The academic counselor and the classroom instructor especially should be aware that the tradition of seeking harmony with nature, rather than trying to control it, may often cause the Indian student veteran to reject a scientific rationale of the cosmos in favor of a supernatural one. However, concrete explanations will be accepted or understood more readily than those that are abstract. Indian students are apt to be bilingual. They will more often withdraw from competive classroom situations.

Spanish-Speaking Veterans

Chicano and Puerto Rican veterans have also suffered the economic, educational and cultural pressures traditionally reserved for minorities in this country. The Chicano veteran's ancestry and cultural background is that of Mexico. Unfortunately, those who are not attuned to cultural distinctions will lump Puerto Rican veterans into the same category as Chicanos because of their common language. Although Spanish surnames may help to identify Puerto Rican and Chicano veterans, to say that one can use this method to distinguish one group from the other would be erroneous. Geographically, 80% of the Chicano population is settled in five Southwestern states (Texas, New Mexico, Colorado, Arizona and California), while the greater percentage of Puerto Ricans are in the Northeast and, of course, Puerto Rico.

Many Puerto Rican and Chicano veterans will have had the problem of a language barrier, for Spanish was the primary language spoken at home and in their communities. Many were not introduced to English until the first grade. In the past there was no effort made to provide bilingual programs and; in fact, in some schools, the students were not allowed to speak Spanish. Under these circumstances they lagged behind their English-speaking classmates. Upon entry into the military these veterans were frequently given training in an occupation which had a non-transferable value to civilian life. Because of many negative educational experiences, the Spanish-speaking veteran has not eagerly sought post-secondary education. For example, between 1968-1969, 14.4% of Chicano veterans in selected states had less than a high school education, 57% were high school graduates and only 7.6% were college graduates.

The family plays an important role in the culture of both the Puerto Rican and Chicano veterans. Therefore, involvement of family may sometimes help to reach these veterans. Outreach workers in programs which have these veterans as target groups should staff their programs with Spanish-speaking personnel. The outreach workers should be Puerto Rican or Chicano veterans who are members of the community, and know what the community's attitude is toward the veteran.

Developing Instructional Programs for Minority Student Veterans

To be worthwhile, any instructional program must meet the specific individual needs of the group with which it is to be used. No one curriculum can do this for all minority students. There is no single teaching method which is best for every minority student. Instructional techniques must be individualized, modified and adapted to their specific needs and aspirations. Some teaching techniques which have proven effective include utilizing: (1) materials related to the student's personal experience, and (2) content which allows the students to examine the real world and its complexities.

Minority student veterans must be given the opportunity for self-expression. Materials which provide for the

interjection of their own cultural and social values into the educational stream can help to motivate them. Review materials are, of course, necessary for reinforcement, and the tutorial component is usually the best vehicle for building in reinforcement. Your instructional program should emphasize the development of written and verbal skills.

In conclusion, remember that minority veterans, like all minority people, have been disappointed time and time again by programs and agencies designed to serve them. Skepticism prevails. Sincerity can easily be misconstrued as deception. The best way to demonstrate sincerity and empathy is through action. When you are able to assist the minority veterans with their problems as rapidly as possible, you will win the trust and respect necessary for a credible program. But never make promises you cannot keep!

Some general problems that must be addressed when serving minority veterans are: (1) need for funds in addition to G.I. benefits, (2) need for employment due to chronically higher unemployment rates than among Anglo-veterans, (3) need for legal assistance for other than honorable discharges, (4) need for extensive non-academic special services, (5) need for remedial-tutorial assistance.

All staff should be aware of the many service organizations and agencies which relate to these minority groups. Some of them include:

Spanish-Speaking:

Mexican American Council on Education
1300 S. Wabash Avenue
Chicago, Illinois 60605

Association of Mexican American Educators
Pima College
2202 W. Anklam
Tucson, Arizona 85709

G.I. Forum
1515 Xavier Avenue
Denver, Colorado 80204

SER (Service Employment and Redevelopment Agency)
Suite 1020
9841 Airport Blvd.
Los Angeles, California 90045

National Council of La Raza
1325 Massachusetts Avenue, N.W.
Suite 120
Washington, D.C. 20005

ASPIRA
296 5th Avenue
New York, New York 10001

Chicano or Puerto Rican
student organizations

Crusade for Justice
1557 Downing Street
Denver, Colorado 80202

Mexican American Legal Fund
145 9th Street
San Francisco, California 91703

Puerto Rican Forum
296 5th Avenue
New York, New York 10001

El Congreso de Asuntos Nacional Colegiales
AACJC One Dupont Circle, NW
Washington, D.C. 20036

Black:

National Association for the Advancement
of Colored People (NAACP)
1790 Broadway
New York, New York 10019

National Urban League (NUL)
55 East 52 Street
New York, New York 10022

Southern Christian Leadership Conference
330 Auburn Avenue
Atlanta, Georgia 30303

Council on Black American Affairs
AACJC One Dupont Circle NW
Washington, D.C. 20036

Indian:

AIM (American Indian Movement)
1337 East Franklin Avenue
Minneapolis, Minnesota 55404

Americans for Indian Opportunity
1820 Jefferson Place, N.W.
Washington, D.C. 20036

National Congress of American Indians
1346 Connecticut Avenue, N.W.
Suite 312
Washington, D.C. 20036

Native American Lobby
1700 Pennsylvania Avenue, N.W.
Suite 680
Washington, D.C. 20006

National Indian Directory (of *great importance* for identification of: local urban centers, housing authorities, professional organizations, college student organizations, local newspapers, newsletters, consulting firms, Indian desks, BIA offices, etc.)

5

Veterans with Special Needs: Academic Adjustment Problems

There are three notable programs funded under the G.I. Bill which colleges may organize to assist veterans and servicemen who need special academic assistance. These are free entitlement programs. That is, the utilization of any of these programs by qualifying veterans will not detract from basic educational entitlements.

I. Tutorial Supplementary Assistance

This is a significant new program for veterans who are pursuing a course of education above high school level on at least a half-time basis, and who have a deficiency in a subject which is required for entrance to the course, or which is indispensible to the successful pursuit thereof.

Veterans who are certified to be in need of tutoring may receive up to $50 a month for nine calendar months or until a maximum of $450 is utilized in addition to regular educational assistance payments. Payment for the cost of tutoring will be made to the veteran upon certification by the school that (1) the Assistance is essential to correct a deficiency; (2) the tutor chosen is qualified; and (3) the charges for the assistance do not exceed the customary charges for similar individual instruction afforded non-veterans.

It must be understood that this assistance is available only to veterans who require it to avoid failure, not for those who desire to improve their academic standing. The need for this assistance may occur most often during the first two years after entrance into a course of education.

Method of Payment

An application and enrollment certification for individual tutorial assistance, Form 21E-1990-T, available from any Veterans Administration office, must be submitted to the regional office of jurisdiction before benefits can be claimed. Payments for a tutorial program will be made after the program has begun. This form, containing the necessary application and certification data, may be filed monthly, or at the completion of the program.

The Veterans Administration recommends that tutoring be on a one-to-one basis. In no instance will VA sanction a tutoring ratio greater than three-to-one.

Considerations Relating to The Establishment of a Tutorial Assistance Program

- *Determination of tutor qualifications.* Many options are open to a college. An institution may certify advanced students, particularly veterans who evidence particular academic competencies. High school teachers, qualified faculty wives, and graduate students from neighboring universities may also be certified. College faculty may be limited or excluded from tutoring. Most colleges exclude a teacher from tutoring his own students. Each college determines its own qualifications.

  Many colleges report the successful utilization of advanced students, preferably veterans, in tutoring roles. Students who tutor veterans are paid through tutorial assistance funds. Those tutoring non-veterans are paid through college work/study funds. Peer counseling can be very beneficial to both persons in the tutorial relationship. A veteran who tutors gains increased academic competence and additional financial assistance.

  The veteran who is tutored gains necessary academic assistance at no cost to himself or his entitlement. A campus veterans' club may be able to assist in the selection of qualified tutors, perhaps even in the planning and development of the program.
- *Compilation of list of tutors.* Each college should establish and regularly revise a list of approved, qualified tutors.
- *Establishment of pay scale.* Each college should establish a pay scale which shall not exceed customary charges for similar individual instruction afforded non-veterans. This pay scale may vary according to the education and qualifications of the tutor.
- *Designation of responsibility for administration of tutoring program.* The basic responsibility for administering the program should be assigned to one office, probably either the learning resources center or the office of the academic dean. Coordination with the registrar's office and the business office may be necessary.
- *Determination of administrative procedure and development of appropriate implementation forms.* A college is free to develop whatever procedures and implementing forms it considers most appropriate.

- *Determination of payment procedure.* Each college should decide upon the payment procedure to be followed. It is possible for the veteran to pay the tutor directly. Most colleges consider it wise to supervise both the tutoring process and the payment procedure. Since payment is not received until approximately 60 days after tutoring begins, many colleges are paying tutors directly; the veteran then pays the college. Payment forms should be filed either at the end of every month, or at the end of a term. Payments will probably be received by the veteran within 30 days after receipt of form 1990-T by the Veterans Administration Regional Office (V.A.R.O.).
- *Notification of Veterans Administration.* Before beginning the program, notify the adjudication officer at your V.A.R.O. that you are establishing a tutorial assistance program. In a brief letter outline basic, descriptive information on tutor qualifications, pay scale for tutoring, making certain to assure awareness of your knowledge of the limitations and procedures relative to tutorial assistance.

Some Questions Raised by Colleges

Can Veterans In Remedial Programs Receive Tutorial Assistance Payments?

Section 1691 of PL91-219 provides that a veteran may be enrolled parttime or fuiltime in refresher or deficiency courses (as opposed to individualized tutorial help) without charge against his regular G.I. entitlement. However, for a student to receive tutorial assistance he must be enrolled in a course of education above high school level on at least a half-time basis. If a student were registered half-time in remedial, refresher courses and half-time in college level courses, he could receive tutorial assistance in either area.

How Early In A Term Can Students Be Enrolled In Tutorial Assistance?

As soon as it can be determined that they have a deficiency in a subject. Pre-tests or early diagnostic tests are appropriate devices for such determination. It is essential that students receive tutoring while there is time to remedy deficiencies.

May A Student Be Tutored In More Than One Course At The Same Time?

The only limitation on tutoring is monetary. (There is a maximum limit of $450 per individual.)

An Implementation Model

The following model and implementation form is an adaptation of several existing tutorial programs. It is merely an example, purposely complicated to illustrate a range of possibilities. Each college will wish to develop its own model and form, hopefully in a simpler format. A college with a veterans' affairs officer may simplify the procedure greatly by using him throughout as college representative for a variety of functions.

Student–Instructor

1. Either may initiate a request for tutorial assistance.
2. Instructor completes an internal recommendation form for tutorial assistance and sends it to the academic dean (or other approved college official).
3. Academic dean verifies need on internal recommendation form.

Student–Learning Resources Center

1. Student and learning resources center veterans' advisor (or other approved college official) agree on selection of tutor from a master list.
2. L.R.C. veterans' advisor assists in arranging tutorial time and location; explaining Schedule and Charge Form.

Student–Tutor

1. Agree on tutorial time and location.
2. Tutor maintains a monthly record of tutorial hours in duplicate, one copy for registrar's use.

Student–Registrar (Veterans' Affairs Director)

1. Registrar and student complete Form 21E-1900-T in duplicate from information on Schedule and Charge Form (certified by tutor); registrar maintains a file of copies of all forms.
2. Registrar or student promptly forwards Form 21E-1990-T to VA regional office for reimbursement to student.

The following letters and implementation forms have been developed and used by Macomb County Community College, Warren, Michigan.

Letter Sent to Instructors

Dear Professor:

We are initiating a program of tutorial assistance for veterans

1. who are taking at least six credit hours at the college level.
2. who have academic deficiencies or might be in danger of failing your course if they do not get intensive academic help.

We feel that one good way to get help for a veteran in need is to pair him with another student who is doing well in the same class and seems capable of giving academic assistance. For this service the student-tutor would receive from the veteran a fee of $2.00 per hour. Subsequently, the veteran would be reimbursed by the Veterans Administration up to a maximum of $50.00 a month for up to nine months or until a pool of $450 is used up.

If you have in your classes veterans who are in need of such academic help, please explore the veteran's interest in utilizing a student tutor. If the veteran is interested, determine which of the better students in the class might be available for such tutoring. Submit the list of prospective tutors to your division director for approval. After approval, recontact the veteran and offer him a choice from the approved list of tutors.

When the matching of veteran and tutor is accomplished, fill out Section A of the attached Form (VIC #1) and forward to the Registrar in Room D-212.

Sincerely,

_____

VETERANS INFORMATION CENTER

encl.

VETERANS TUTORING (VIC-1)

Section A (To be filled out by the instructor)

Date _____

This is to certify that

_____

Name of the Veteran to be tutored

_____

Address of the veteran to be tutored

_____

City Zip Code

needs tutorial assistance due to academic deficiency.

_____

Course name and number

and that

_____

Name of student tutor

_____

Address of student tutor

_____

City Zip Code

_____

Phone number of student tutor

is qualified to tutor him.

_____

Name of Instructor

_____

School address & extention No. of Instructor

(Do not detach)

Section B (To be filled out by the registrar and returned to the Veterans Information Center D-311).

This is to certify that _____ is enrolled in Macomb County Community College for

_____

Number of Credit Hours

_____

Signature of Registrar

TO THE VETERAN BEING TUTORED

A fellow student has been selected to give you the academic help you need to avoid the possibility of failing

_____
Name & No. of Course

Please make arrangements to meet with him and pay him a fee of $2 an hour up to a maximum of $50 for a month. As a veteran, you will be reimbursed for this by the Federal Government after completing VA Form 1990-T which you will receive from the Veterans Information Center. Please keep a record of dates and hours of your tutoring sessions.

YOUR TUTOR IS:

_____
Name

_____
Address

_____
City Zip Code

_____
Phone Number

Get in touch with your tutor right away and begin meeting with him. If you experience continued difficulties, it is suggested that you make an appointment with a counselor by visiting D-312 or calling (phone number).

GOOD LUCK!

Sincerely,

_____
Veterans Information Center

Dear Student:

You have been selected as a student-tutor to help a veteran who is a classmate of yours with his academic work in

_____
Name of Course

Make your own arrangements for meeting with this student veteran and charge him $2 an hour for your help. Although the veteran pays you directly, he will get his money back from the Federal Government up to a maximum of $50 for a month.

You will be paid for your time, but you will get more than money from the job you do if you can also feel the satisfaction of helping a fellow student who might have failed a course if it were not for your help.

The student you will tutor is:

_____
Name

_____
Address

_____
City Zip Code

_____
Phone Number

Get in touch with him right away and begin working with him.

Sincerely,

_____
Veterans Information Center

Tips for Tutors

1. Find out where the student is having difficulty. Ask him, of course, but also go over the work he has already done for the course and do some problems with him or have him carefully define something in the subject matter or write something.
2. Remember to concentrate on one difficulty at a time and be sure it's the EASIEST difficulty to solve. If somebody's spelling is worse than his capitalization, start by teaching him capitalization.
3. Go to the Programmed Learning Center (Learning Resources Building) with him and find out whether there are any programs in the areas of difficulty you have discovered. Remember when you walk into the Center you are under the jurisdiction of the instructors there and must listen to their advice.
4. Study with him for tests and go over the tests with him when you get them back.
5. Remember your job is to help. Don't expect miracles and don't lose your patience. If you were in the place of the person being helped, you would want your tutor to "keep his cool" also.
6. Don't forget to check back with the instructor. He is there to help you.
7. If you have any difficulties whatever, get in touch with the Veterans Information Center (Room D-312) immediately.

Conclusions and Recommendations

The intent of the Veterans Tutoring Program is to provide a maximum of educational support to all veterans in academic trouble, especially the disadvantaged. The sub-chapter heading of the program is "Special Assistance for the Educationally Disadvantaged." But it is impossible to believe that in a school the size of the University of California at Los Angeles there are only 25 disadvantaged veterans in need of tutoring. This is not to point an accusing finger at a school doing pioneer work in veterans' education, but merely to point out a difficulty that veterans education faces. All institutions of higher learning must set up veterans' tutoring programs; but, even if they do, they may not reach a large majority of those in need.

What can the schools do? They can redouble their efforts at publicity, and they can establish a system for processing tutoring forms which involves a minimum number of steps. Although some dishonesty may result from loosening up procedures to allow for broader use, the possibility of a modicum of deception may be a small price to pay for reaching an ever increasing segment of the disadvantaged.

Also, it would seem plausible in the light of the evidence to emphasize the idea of one disadvantaged student veteran, slightly advanced, tutoring another disadvantaged student veteran, slightly behind. This would maximize identification and create federally funded part-time work for students on a tight budget. There is no evidence in the literature that tutors need to be highly qualified.

II. Pre-College Programs For Veterans

The Law

If a veteran or other eligible person feels that he needs some refresher or remedial work to enter a postsecondary institution, what can he do? Under the Law (Title 38, Chapter 34, Subchapter V, Section 1691), he has a separate entitlement, not chargeable to his entitlement for post-secondary education. With this entitlement he can:

1. Complete high school.
2. Complete a GED program which will lead to a high school equivalency certification.
3. Complete refresher or deficiency courses or obtain other preparatory or special assistance to matriculate in a postsecondary institution. Being a high school graduate, or even having some college, does not make him ineligible for this latter goal.

The benefits paid are the same as for the regular G.I. Bill, except that the veteran is not eligible for tutoring while training under this section (unless he is pursuing these courses on a part-time basis and is also enrolled in college level studies for a minimum of six credit hours).

New provisions have made it easier for postsecondary institutions to set up such programs. They can measure "deficiency, remedial or refresher courses" "on a quarter or semester hour basis, if considered by the school to be credit hour courses for other administrative purposes, and other undergraduate courses at the school are measured on a credit hour basis." (Department of Veterans Benefits Circular 20-72-86, Appendix C, paragraph 11d I, November 13, 1973). Thus at a school where twelve credit hours is full-time for veterans for credit courses, twelve credit hours equivalent can be full-time for "deficiency, remedial or refresher courses." Naturally, it is still possible to measure courses on a clock-hour basis (twenty-five clock-hours equals full-time). In a high school or other setting where clock-hours are the regular course measurement, clock-hours must be used.

State Approving Agency

Pre-college programs will naturally vary from institution to institution. However, no program is eligible for VA benefits unless it has prior approval of the State Approving Agency (See list in Chapter 7). This agency should be worked with closely from the very beginning of program planning.

Diagnosis

All veterans who are candidates for a pre-college program need some refresher courses in order to matriculate successfully in a postsecondary environment. However, veterans will be at different levels of competence in the

basic skills of reading, writing, and mathematics. In order to place them properly, they must be given an adequate diagnosis. There is some justifiable resistance on the part of educators to testing because it tends to pigeon-hole people. Nevertheless, without a battery of tests, students and programs could be critically mismatched. A testing program need not be extensive—a Nelson-Denny reading test and the math section of The Wide Range Achievement Test take a good deal less than an hour—but it has to exist. Of course, it ought to be supplemented by personal counseling, as testing alone generally offers the student insufficient guidance.

Once tested, the students may fall conveniently into three groups: those whose skills are below the level where they can conveniently prepare for the equivalent of high school completion, those who can conviently prepare for such completion and, finally, those who need some sort of refresher before beginning to matriculate in a postsecondary institution. Naturally, these groups may be mixed or not: the choice can be made to deal only with one or two of these groups, referring others elsewhere. A pre-college program would still be possible.

Kinds of Programs

The curriculum at any level must emphasize the basic skills of reading, writing and mathematics. However, such emphasis need not exclude inventiveness on the part of the instructional staff. Reading, writing and mathematics can use materials specially adapted to the target population, two characteristics of which must be in the forefront of the minds of planners: veterans are adults, not adolescents, and veterans deficient in basic skills have problems adjusting to school and need extensive counseling in many cases. In fact, it may be that counseling, and not skill , is at the heart of a pre-college program for veterans.

Instructional Options

At each postsecondary institution, a pre-college program for veterans will be established under particular constraints of cost, existing facilities and instructional preferences. Therefore, it may be well to know that several television series exist to prepare students for the high school equivalency examination and that a very large number of programmed self-teaching materials are commercially available. Although it is yet to be demonstrated that personal counseling can take place via these media, it is nevertheless true that they produce real learning under certain circumstances at no great instructional expense. This is not to say the small-group classroom is not a viable option to a postsecondary institution inclined to offer a pre-college program in that manner.

III. Pre-College Programs for Servicemen—PREP

PREP, the Pre-discharge Education Program, (PL-92-540 Title 38, Chapter 34, Sections 1695-97A), is a program almost exactly parallel to the 1691 program just reviewed. The main difference is that the target population is servicemen rather than veterans and that the monies that fund the PREP entitlement can be used only for instructional expenses since the federal government is already providing servicemen with subsistence. All of the funds, then, go to the school for operational expenses. However, the checks are sent to the serviceman in his name and must be endorsed over to the school. One check is sent out to cover the whole costs of an enrollment period. In some cases, the men may go to school entirely on duty time; moreover, the law enjoins base commanders to let the men go at least half-time on duty; however, the mission of the base may be such that the PREP program must be given entirely off-duty. In any case, the first stop in starting a PREP program is a meeting between the school, the base commander and the base education officer.

The American Association of Community and Junior Colleges, Program for Veterans and Servicemen, has developed extensive guidelines, program models and a list of consultants.

A Model Program: Oscar Rose Junior College

Oscar Rose Junior College, a new, innovative college, is situated just outside of Oklahoma City adjacent to Tinker Air Force Base. The program assists the veteran in the attainment of the three broad objectives: 1) increased self-confidence as a student and person, 2) mastery of the academic skills needed for college success, and 3) understanding of the factors involved in developing a realistic career education plan. The Veterans Special Education Project enrolls only veterans not normally admitted to a college or university because of their past academic performance. Over half the students are non-white (Black, Chicano, Indian) Vietnam-era veterans.

Four courses have been especially designed to help students eliminate academic deficiencies. They are developmental readings, English composition, psychology (personal adjustment), and basic math. The program, which lasts 16 weeks, provides for classes five days per week, two hours per day, or during especially arranged evening hours. Veterans can opt to take proficiency exams through which twelve hours of college credit may be earned if they pass. Because there has been a close articulation between Oscar Rose College and other higher education institutions in the state of Oklahoma, the credits earned are transferable. This is very important for veterans who indicate early in their program of study that they desire to transfer eventually to a four-year program.

Special Services

In addition to classroom instruction, the student also has available to him tutorial help through an office which is part of the college learning resources center. The veteran may come to the center to receive help from instructors as well as peer tutors who are paid by the V.A. assistance program. Help is available any time of the day or evening.

Special curriculum/tutorial services are being developed through the Veterans Special Education Project. These packages offer the veterans the option of selection of one or more of many learning techniques. The veterans may utilize the educational hardware (8mm films, slide projectors, videotapes, filmstrips, tape recorders) or any number of specially developed workbooks/sheets that best suit their learning styles. (William Knox, instructional coordinator, has stated that these curriculum packages will benefit all students at the college, as well.)

The counseling program has been designed to reduce projected dropout rates and to help students maintain good grade point averages by identifying learning difficulties and developing remedies. Academic, career, and personal counseling are provided to the veteran, and the program is itself performance-oriented so that upon completion of counseling sessions the veteran will have selected, with the counselors' aid, an academic program commensurate with his potential as a student, as well as a practical or realistic career.

Family counseling, if needed, is coordinated with the Midale Center. Veterans with family and personal problems are often referred to the psychological staff there.

An employment referral system has been established at the school; a file of local employers who have hired veterans is kept for job leads. When one veteran leaves a job he refers another veteran to fill his slot.

A loan fund has been developed with the help of the local American Legion post, the Sears Roebuck Foundation, the college's board of trustees, and local businessmen.

A unique feature of the Oscar Rose program is the multi-hat approach of the veterans project staff—all of whom perform at different times in the role of recruiters, counselors, administrators and/or teachers. There are, however, six outreach workers who are paid at the rate of $2.00 per hour and work three hours daily, five days per week, contacting veterans by telephone, personal letter, and visits. These workers have indicated that one of their most successful means of reaching the veteran has been through his wife, girlfriend, and relatives who are media oriented and respond readily to the massive publicity effort that the college launches through newspaper articles, radio, and television spots. When the veterans project began in June, 1972, there was a total of 980 veterans enrolled at the college; now the figure exceeds 1,300.

6

Veterans with Special Needs: Physical Disabilities

There are many disabled Vietnam veterans who need the assistance your college could provide. If you are contemplating enrolling disabled veterans at your institution, the following considerations may aid you.

In 1970, the Veterans Administration noted that 18.4% of Vietnam amputees had multiple amputations or other major disabilities—as compared to 9.2% of Korean conflict amputees, and 5.7% of W.W. II amputees.

In fiscal year 1972, 330,000 Vietnam era veterans were receiving disability compensations; 165,500 of these disabled veterans registered with the Veterans' Employment Service—of which 33,700 (20.4%) were placed in jobs of 150 days or more, while only 4,800 were placed in training programs.

Recent V.A. figures indicate that only 18,000 disabled veterans are enrolled in V.A. Vocational Rehabilitation (a drop of 2,000 from the prior year).

The Campus Scene

Are your campus facilities accessible for the severely disabled veteran? Does each building to be used by the severely disabled veteran have: ramp entrances, wide doorways, elevators, a wheelchair, accessible bathroom, and lowered drinking fountains?

Your physical plant must be altered if it is not barrier-free. Administrators will probably find the cost of alterations to be much lower than first imagined. You do not always have to bring the disabled vet to the class—you can bring the class to the disabled vet. If a severely disabled vet is scheduled for a class on the third floor of a building with no elevator, *why* not trade room assignments with a ground level class?

If your campus presents formidable physical barriers, and you cannot affect change—then don't try to enroll disabled students. However, you can provide referral services to other barrier-free institutions and community service organizations.

One Example

With the cooperation of the administrators of Southwest Minnesota State College, the school's veterans' club (a NACV affiliate) provided the impetus to make the campus barrier-free. The college began offering disabled students a complete therapy room, a therapist, and special counseling in academic and social areas.

Shortly thereafter, the business district of Marshall, Minn. was encouraged to become equally barrier-free. Wheelchair-wide sections of curb were cut out and made into short ramps. Soon, practically every business entrance became accessible.

The college printed brochures on its accessibility, and produced a slide presentation. These communication tools are used with the cooperation of organizations which come in regular contact with disabled veterans.

Outreach Considerations

Before beginning your active search for disabled veterans, be sure that you are very familiar with Chapter 13, Title 38 of the U.S. Code. This is the Veterans Administration Vocational Rehabilitation section. A veteran with a 30% service-connected disability rating or more is eligible for payment for tuition, books, fees, and a subsistence allowance of $170, if single. The V.A. will provide counselling and pre-enrollment testing for these veterans without cost.

If your school does not have a copy of Title 38, a copy may be obtained from the U.S. Senate or House Committees on Veterans Affairs. A representative from your V.A. Regional Office could help you become more informed on programs for disabled veterans.

Although the V.A. spends large amounts of time and money informing wounded vets about their benefits, they miss a few. During my travels, I have found a large number of disabled veterans who knew nothing of V.A. Vocational Rehabilitation benefits until an interested school official or fellow vet informed them.

Finding the Disabled Veteran

Naturally, the first possible contact point is the V.A. or military hospital nearest the college. The war is over, but many Vietnam veterans are still in the long process of treatment for their combat wounds. Talk to someone from the hospital director's staff for guidance. One tip—the hospital recreation officer is frequently an effective contact.

Interview the staff at the V.A. Regional Office, particularly the Counselling Services Division and the contact representatives. Also located at the V.A. Regional Office are other invaluable people, the Service Officers of the Disabled American Veterans, the American Legion, Veterans of Foreign Wars, AMVETS, Jewish War Veterans, the Paralyzed Veterans of America, and the Military Order of the Purple Heart. My experiences have taught me that these men are sincerely dedicated to helping disabled veterans improve their lives. The Service Officers can provide excellent advice to you.

Finally, but not least in importance, adopt the peer-group concept. Hire your disabled veteran students and young non-disabled veteran students to be outreach workers. If your funds are limited—encourage the same individuals to volunteer to pass on the good news about your institution to their wounded friends. Under 1972 revisions to the G.I. Bill, a new V.A. community services work study program has been organized. Veteran students are to be employed for 100 hours in various capacities for which they will receive $250. Among the possible areas in which these veterans may be employed are veterans outreach programs. Veterans with a 30% or more disability rating are to be given preference. This program may be another possible resource for your outreach program. Contact your local VARO for more information.

Approaching and Keeping the Disabled Veteran

There is one universal rule concerning disabled veterans. They are people!

Try to deal with the disabled vet, not as an amputee, parapalegic or quadrapalegic—but as a *person* who happens to be disabled. Try to let the veteran know you're interested in his future.

Certain services should be available to the disabled veteran attending your school. Hopefully, there will be on-campus counselling in academic, career and social areas.

The disabled veteran's relationships with other disabled students should be facilitated. For example, in Dallas, disabled students, veterans and non-veterans, with the help of school officials, formed an N.P.O. club (Not Psyched Out) at Eastfield Community College. In addition to providing fellowship for the disabled, the club became a forum for exchange with key college staff persons.

The disabled vet should have contacts with non-disabled veterans attending the school. The easiest way for this to occur would be through a campus veterans club.

Implications for the Disabled Non-Veteran

Assuming you are moving forward with a barrier-free campus and a disabled veterans outreach program, you are now in a position to help all disabled citizens. After all, wheelchair ramps do not have signs, "Disabled *Vets* Only".

The unique problem with the non-veteran, disabled population is that they are not eligible for V.A. Hospitalization and Vocational Rehabilitation benefits. To effectively serve the disabled non-veteran population you will have to become familiar with the various state and federal Vocational Rehabilitation programs, grants and scholarships. You will need to develop a separate system of contact referrals.

Significant Resources

The President's Committee on
The Employment of the Handicapped
Department of Labor Building
14th and Constitution Ave., N.W.
Washington, D.C. 20210

Blinded Veterans Association
1735 DeSales Street, N.W.
Washington, D.C. 20036

Paralyzed Veterans of America
3636 16th Street, N.W.
Washington, D.C. 20010

Disabled American Veterans
1221 Massachusetts Ave., N.W.
Washington, D.C. 20003

Committee for the Handicapped
People to People Program
1146 16th St. N.W.
Washington, D.C. 20036

7

Veterans with Special Needs: Less-than-Honorable Discharges

While not suffering the devastating effect of physical or mental injury, the men and women who receive less-than-honorable discharges are handicapped in their attempt to resume their places in society. Most of them have not committed serious crimes, but have gotten into trouble, often as a consequence of using alcohol or drugs, or both. Others suffered discriminatory treatment, went AWOL at a time of stress, or went berserk marking time the last few months after a combat tour in Vietnam.

There are those who for mental or psychological reasons should not have been inducted in the first place. Often under 20 years old, their chief character defect was immaturity. Many waived their rights, or did not know their rights, and accepted an administrative discharge to get out fast or to avoid the greater threat of a court-martial.

The statistics are revealing:

DOD Figures (Discharges from All Services)

	Honorable	General	Undesirable	Bad Conduct	Dishonorable
1969	995,941 (96.79%)	18,053 (1.75%)	11,208 (1.08%)	3,562 (.34%)	187 (.01%)
1972	802,394 (90.12%)	43,419 (4.87%)	40,018 (4.49%)	4,167 (.46%)	356 (.03%)

Department of the Army: Racial Breakdown for Fiscal Year 1972 Separations Under Conditions Other Than Honorable

	Undesirable (%)	Bad Conduct (%)	Dishonorable (%)
Caucasian	25,006 (83.1)	1,334 (78.4)	178 (66.7)
Negro	4,866 (16.1)	352 (20.7)	87 (32.6)
Other	233 (.8)	16 (.9)	2 (.7)
Total	30,105	1,702	267

It is noted that the services state that a general discharge is an honorable one and often include them in statistics for honorable discharges. The general discharge carries a stigma for a veteran that often prejudices his opportunities for employment, and also has an effect upon his own self-image which may hinder him in other areas.

Another stigma borne by the veteran is the SPN number which is supposed to give the "reason and authority" for discharge. These SPN numbers, supposedly secret code numbers known only by the military services and the VA, are public knowledge today and many employers have known their meaning for years. Mostly derogatory in nature, the SPN numbers characterize an individual's discharge for "Ineptitude", "Unclean Habits", "Anti-Social Personality", "Drug Addication", "Habits and Traits of Character Manifested by Anti-social Amoral Trends", "Mental Deficiency", "Personality Disorder", and "Anti-Social Personality". SPN codes appear on Separation Paper DD214 under *11c*, usually on general and undesirable discharges. However, stigmatizing SPN numbers sometimes appear on honorable discharges and adversely affect even veterans who have received honorable discharges.

A major impact of the less-than-honorable discharge upon the veteran is the denial of veterans benefits. There is a range of eligibility for different veterans benefits that is not generally known. Both the honorable discharges and the general discharge entitle the veteran to all benefits. The dishonorable discharge and the bad-conduct discharge (given by a general court-martial) bar a veteran from all benefits. In the gray area whereby a veteran *may* or *may not* receive benefits are the undesirable discharge and the bad-conduct discharge given by special court-martial. According to statute, veterans with these kinds of discharges may apply to the Veterans Administration for some benefits including educational assistance; hospital care; home, farm, business loans, and vocational rehabilitation, and the VA will determine eligibility for these benefits. The determination of the VA, according to the wording of the statute, is based on whether the discharge "was not under *dishonorable conditions*." Very few veterans know of this provision and have sought individual adjudication. Furthermore, the VA has acted favorably on very few of those who have applied, although they have stated that "in these determinations all reasonable doubt is resolved in favor of the veteran".

If the former serviceman has received a less-than-honorable discharge that is not the result of a general court-martial, he may file an application before the appropriate Army, Coast Guard or Air Force Discharge Review Board. The application, however, must be filed within 15 years after the date of the discharge. The statutory authority of the Board is set forth in 10 U.S.C. 1553. In addition, each Board has issued regulations which appear in the Code of Federal Regulations and may be obtained from the Boards. Review of discharge is not automatic; it must be applied for and justified.

The appeals of dishonorable and bad conduct discharges from general courts-martial go to the Boards for Correction of Military Records of the different services. These are civilian boards and application must be made within *three*

years after the applicant finds the error or injustice. These Boards may also review actions taken by the Discharge Review Boards. These Boards do not grant a hearing as a right but only if the Board thinks such a hearing is necessary.

For further information about the procedures for the appeals procedures and how to get assistance, refer to the AVC "Handbook—Facts on Other-than-Honorable Discharges and What Can Be Done About Them", available from the American Veterans Committee, 1333 Connecticut Avenue N.W., Washington, D.C. 20036, (202) 293-4890. A nominal fee of $.50 is charged for a single copy to cover costs of printing, mailing and handling. Reduced rates are available for larger quantities.)

8

Veterans with Special Needs: Emotional Adjustment Problems

The inability of Vietnam veterans to readjust to civilian society after a tour of duty in Indo-China has been dubbed "Post-Vietnam Syndrome", or PVS.

PVS may extend from a mere frustration on the part of the veteran in not being able to find a job to a severe psychological disorder requiring psychiatric assistance. Although readjustment problems, to some degree, affect all Vietnam era veterans, the term PVS as defined by most experts applies specifically to those serving in a combat zone. Chaim Shatan, New York University, cites basic characteristics of the syndrome as they evolved out of "rap groups" in the New York City area. Dr. Shatan lists them as guilt feelings, scapegoating, identification with the aggressor, alienation, and doubt about their continued ability to love others.

At a recent conference held on emotional needs of Vietnam era veterans, initiated by the National Council of Churches, the following assumptions were outlined by the conference organizers:

1) The Vietnam era veteran is in a unique situation compared to that of veterans following other wars, in terms of meaning given to his service experience, and the reception given him as a person by the civilian society.
2) Many veterans mistrust established services in the mental health field, including clinics, practitioners, V.A. services, and university health centers. For some, this means a rejection of those who are offering the treatment and a rejection of the environment in which the service is offered. For others, it is a rejection of the fact that these agencies seem to imply that the veterans themselves have problems. Some veterans believe that society is sick, and it is only band aid relief to fix the individual sore.
3) Vietnam era veterans in large numbers experience frustration of at least two important kinds: those resulting because needed services (such as jobs, housing, and education) are not being provided; and those resulting from feelings about the meaning of their military experience.
4) Vietnam era veterans have something to teach the rest of America which only they can do.

Dr. Victor DeFazio, a psychologist at Queensborough Community College, states that many individuals believe their status as veterans is a liability. DeFazio further comments, "Many even refuse to tell people, whom they do not know well, that they are veterans. It seems accurate to say that the general population is very uninformed about veterans and their problems (both economic and psychological)."

The Post Vietnam Syndrome has received a good deal of notice by Dr. Robert Lifton, Yale psychiatrist, and author of a recently published book on the Vietnam veteran entitled *Home From The War*. Dr. Lifton has been most vocal in depicting the extensive permeation of mental problems among returning Vietnam veterans.

In describing the nature of the Vietnam war as "extraordinarily cruel," he elaborates by stating, "The enemy they were fighting in terrible ways often turned out to be the women and children they theoretically were sent to save." Lifton believes, "To survive, to make these experiences endurable, to remain physically and psychologically intact, the GI's had to become dehumanized."

In a series of articles published in the Washington Star-News, reported by Michael Satchell, on the subject of emotional needs, the following facts described the problem.

> "In fiscal 1972, the V.A. discharged 68,901 physically wounded Vietnam era veterans from its hospitals and 45,788 psychiatric, psychotic, and neurological patients. The latter group is not counted in the Pentagon's totals of Vietnam casualties.
>
> One V.A. Study by psychologist Ceil Peck, estimates that about one in four Vietnam era veterans who end up as psychiatric patients in V.A. hospitals have attempted suicide.
>
> Readjustment problems have always shown up in other ways: In the high incidence of Vietnam vets in prison populations, in the high unemployment rate, and perhaps most visible of all, the use of drugs."

Veterans Administration medical directors are becoming increasingly aware of the psychological problems infecting returning veterans. One V.A. report shows a basic insight into the problem as it concludes:

> "The World War II GI knew why he fought, had the unequivocal support of his countrymen, returned with pride and received extensive recognition and appreciation. In stark contrast, the Vietnam serviceman is ambivalent and uncertain about the war he has fought, knows that the cause for which he fought is controversial and unpopular with many at home,

lacks a sense of patriotic accomplishment, and neither expects nor receives a hero's welcome when he returns home."

In a recent follow-up to his series, Mr. Satchell, of the Washington Star-News, released this information. Satchell noted that unpublished studies by the V.A. and the military services show that one in five of the 2.6 millions men who served in Vietnam are having "serious and prolonged readjustment problems." The studies also indicated that "to a lesser degree readjustment problems were experienced by all" of the returning veterans.

The V.A.'s chief of psychology wrote and distributed in an internal memo to the V.A.'s hierarchy the following assessment:

"Only a small percentage of veterans have sought or received these critically needed mental health psychosocial readjustment services.

The consequence includes major economic and social cost to society stemming from the failure of these veterans to make effective readjustment as well as the personal adverse psychological effects on the veterans and their families.

A critical problem in terms of the V.A. has been that they have refused to acknowledge the PVS phenomenon as a serious problem. Their official public position has been "no more than 5 per cent of those who served in Indo-China were suffering from Post Vietnam Syndrome." The V.A.'s chief psychologist explained the official and unofficial discrepancy by commenting that PVS, as defined by the V.A., means mental illness and that "serious and prolonged readjustment problems" are quite separate.

In any event, regardless of one's personal feelings towards the Vietnam war, we have an obligation as a nation and a society to realistically define and treat the adverse consequences of that war. There needs to be further study into this phenomenon labled Post Vietnam Syndrome. In so doing, if we confirm what many experts already recognize as fact, we must unleash all the resources of government to uphold our obligation "to care for him who shall have borne the battle."

If you are in contact with any veteran whom you believe needs emotional counseling or psychiatric assistance, make every attempt to get this individual to a professional. If the veteran will not respond to your suggestions, try to reach him through other Vietnam era veterans. Impress upon his buddies that it is imperative the man receives professional help.

There are a number of possible sources to which the veteran may go to receive assistance; the Veterans Administration, college health center, community mental health agencies, state agencies, private practitioners. Some problems may be simply emotional difficulties which can be solved by other veterans or college staff willing to extend themselves and help a fellow human being in need. Perhaps, the problems may extend from a severe financial crisis to an other than honorable discharge. These are problems that can be dealt with or referred by the college veterans staff. But remember, only a trained and understanding professional should deal with severe psychological difficulties! The veteran's future and perhaps even his life is at stake.

For additional information on the emotional needs of Vietnam era veterans, write to: Mr. Jack Smith, Associate Director, Vietnam Era Veterans National Resource Project, 475 Riverside Drive, Room 766, New York, New York 10027.

Dr. Victor DeFazio is another individual attempting to provide assistance in this area. Dr. DeFazio is developing a national list of professionals willing to provide "very low cost treatment for Vietnam veterans" who are either unable or unwilling to go to the Veterans Administration for help. If you wish to learn if anyone is located in your area, write to: Victor DeFazio, 1 Town House Circle, Great Neck, New York 11021.

9

Vital Collegiate Veterans Organizations: Campus, State, National

Previous chapters have described and defined, in detail, the Vietnam-era veteran, the various categories comprising this aggregate, and the needs of these specific categories of veterans as individuals. This chapter is addressed to establishing a viable and vital campus veterans' organization.

Groups of veterans have organized and continued on campuses across the nation for years. Many were formed after the Korean War. Still others have much longer histories, dating back to the post World War II period.

These groups of students have been known by various names, some as fraternities, others simply as veterans clubs or associations. When initially formed, many were mainly social organizations where members could find a common atmosphere for social interaction.

Organizing Anew

In recent years, the largest, single silent minority on many campuses has been Vietnam-era veterans. At many community and junior colleges, a large percentage of the male student body has been comprised of veterans. Many are confused, embarrassed, and not a little angered by the apathetic response to their plight from local, state, and national government officials. Even their non-veteran peers on campuses have shunned them to a degree. The result has been a very difficult readjustment to society.

The last few years has seen marked changes. Student veterans are again banding together in numerous groups to assist themselves and their fellow comrades.

To be sure, many of their needs and concerns are the same as those of other elements in the student body. But there are differences which suggest the need for separate clubs and organizations.

Academic needs: Having been in service and away from organized educational experiences for a number of years, many veterans need mutual reassurance, tutorial assistance, or remedial-refresher courses which are available under the G.I. Bill at no charge to their regular entitlement.

Employment needs: Many veterans need part-time or full-time employment to augment their G.I. Benefits, particularly those with young families.

Social needs: Student veterans tend to be older and more likely to be married than their fellow non-veteran students who have just completed high school. Campus social programs frequently ignore the needs of these veterans, which as an age group tend to be closer to faculty than the rest of the student body.

Legislative needs: Skyrocketing educational costs and escalating inflation have diminished the adequacy of the G.I. Bill assistance. A few states have supplemented the G.I. Bill benefits, but most have not. Student veterans are organizing to make certain state and federal legislators are aware of their problems.

Veterans' benefits concerns: Busy institution officials do not have time to answer all of the numerous questions veterans may have. In addition, the local county veterans' official often is involved with other matters which necessitates that the veteran "hack the bureaucratic red tape" on his own or forget the whole thing.

To meet these and many other needs and concerns, veterans organizations arising on many campuses have proven to be the most accessible means and the vet-to-vet approach has provided the fastest and most successful way to alleviate these concerns. After all, who can better understand the needs of a veteran than another veteran?

How to Organize a Veterans' Club

One interested veteran can get a club started. His interest should generate numerous ideas and plans for organization. These random ideas and plans should be consolidated so that a general "rap" can be developed.

This rap should next be used in conversations with as many of his fellow student veterans to ascertain the degree of interest and need for such an organization. Many of these contacts are best made by telephone. A dean of students or other administration officials may be able to provide names and phone numbers of other vets to contact. The names, phone numbers, and addresses of all individuals contacted should be recorded for future use.

Once the need has been publicized and interest has been aroused, the next action would be formation of a steering committee (SC). This committee should consist of several of the most interested and dedicated veterans found in earlier contacts. Its responsibility would include planning and investigating initial organizational proceedings. An early strategy meeting should outline the responsibilities of

each member of the SC. Care in the selection of the members of this committee cannot be overly stressed.

One of the first assignments of the SC should be to ascertain institutional policies regarding student organizations. A meeting with the dean or director of student activities would be advisable for obtaining these policies. This meeting will be very important to the future of the organization. Initial impressions of sincerity and sound preliminary planning by the SC members will be ascertained by college staff and their support and suggestions obtained. If they leave this meeting unimpressed and unenthusiastic, the chances of success will be greatly diminished.

Having formed the steering committee, exchanged ideas and information with the appropriate college officials and, hopefully, received their endorsement, the foundation of the organization has been laid. Now, additional information should be sought from outside sources.

In the immediate city, state, or region, other veterans clubs may have been formed. The officers of such clubs should be consulted. Representatives may be willing to participate in planning sessions, contributing ideas relating to their programs, purposes, and organizations. They have experienced what is now being attempted and their contributions and suggestions may prove valuable.

Efforts should also be made to contact other established veterans organizations in the area, such as The American Legion, Veterans of Foreign Wars, American Veterans Committee, or any of the other excellent veterans service organizations. Developing and maintaining good rapport with these organizations may be valuable for numerous reasons, all of which will be beneficial for the organization.

An organizational meeting should now be called by the SC in cooperation with the school officials. Give adequate time to allow for personal contact with as many veterans on campus as possible, inviting them to the meeting. Many veterans may accept the value of an organization but may not actively support it. Most veterans are very busy. They only have time for activities that are designed to meet effectively their needs and interests. Therefore, the critical issue is convincing them that the organization will be beneficial to them. It should be emphasized that program changes—state, national and on campus—can best be affected through the efforts of a unified group; and that these changes will benefit them as well as all of their fellow veterans off campus.

One thing is essential. Obtain the name, address and phone number of each person planning to participate so that they can be contacted for meetings. To further assure success of organization:

- Encourage preparation of articles for the campus paper on the need for such an organization, encouraging all veterans to attend the organizational meeting.
- For the meeting, choose a time and location convenient to most of those veterans contacted. Perhaps a separate evening session will be necessary.
- Advertise well in advance in the school newspaper and in many other ways the specific time and location of the organizational meeting.
- Post meeting notices in classrooms, cafeteria, and the student union areas.
- Pass out flyers at registration, having a sign-up sheet available for those interested.
- Talk up the need for a veterans' club.
- Ask the dean of students about a faculty member who is a veteran who might serve as the club's advisor.

At the time of the organizational meeting, a *brief* presentation by several veterans of the SC should outline: the needs of veterans on the campus, how a veterans' club can meet those needs, a few possible goals and purposes.

A task force which is broadly representative of the veterans on campus should also be appointed at this meeting. Remember, veterans cross all racial and ethnic boundaries. They are married and single; full-time and part-time; day and evening students. An attempt to include all of these classifications of veterans should be made.

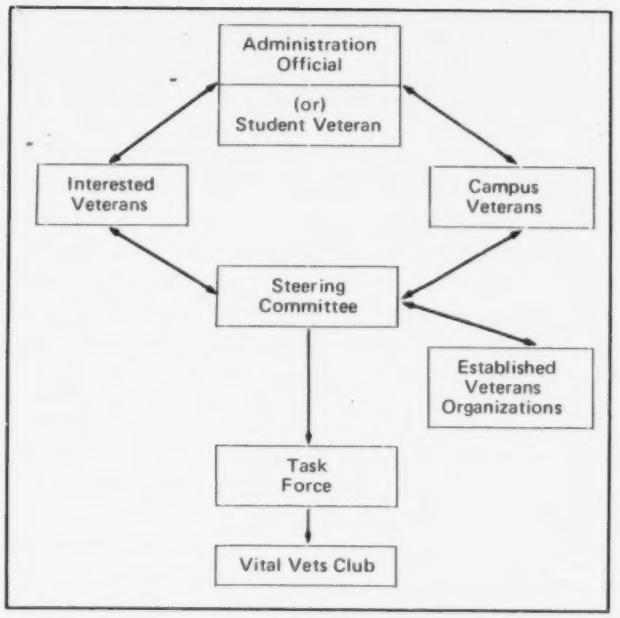
This task force should be responsible for drafting a constitution and by-laws and should make initial decisions on the date and time of the first large club meetings.

The first official meeting should be a very large one. The task force should file a written report to be mailed along with the draft constitution and by-laws to all who attended the organizational meeting. Individuals of other organizations from which advice was sought should also be invited to attend. The school president should be invited. An *interesting, brief* program should be planned. A concise, carefully prepared business session should precede adjournment. If planned correctly, it should progress rapidly toward an agreeable consensus. Major differences of opinion should be referred to *ad hoc* committees representing all sides, thus eliminating long and bitter floor discussions. The major considerations should be the adoption of the constitution and by-laws and nomination of officers. At a meeting after the nominees have time to meet and expound their ideas to other members, elections can be held.

With the organization formed and working, expand the organization into a few other areas. Go slow, but set some worthwhile goals, such as community projects. But be specific. Make certain goals are feasible. This will assure accomplishment of these goals and show the institution and community that the club is viable and vital.

Note: Samples of constitutions and by-laws used by existing veterans clubs are available from the National Association of Concerned Veterans.

Organizing a Club



Publicity—The Key to Success and Community Acceptance

It cannot be over emphasized that public relations is a key to achieving the goal of more service for more veterans now. Through better publicity programs, the public's negative image of the Vietnam-era veteran can be changed; and community acceptance and involvement can be created.

However, many successful publicity and advertising campaigns are very expensive. Most veterans clubs are not able to pay for expensive programs.

Funding a Veterans Club

Veterans clubs need funds for their support. There are four basic ways of obtaining assistance.

The most frequently used means is to have individual members assessed dues. A general rule is to keep dues as low as possible. It cannot be assumed that just because a club offers numerous services, the veteran will pay any amount for those services.

Many organizations are fortunate to have schools which allot money for each campus organization from student fees collected. With this type of system, it is still necessary to propose a budget which indicates the need for the sum of money requested. Therefore, care should be taken in producing this budget.

Donations from local organizations and corporations are good sources of revenue. Here is where good publicity will pay off greatly. Good publicity will inform influential individuals and organizations of the services being rendered by the club and the needs of veterans represented by the club. Here, also, is where good rapport with other local veterans organizations may prove beneficial.

Fund-raising activities have proven very beneficial to many veterans and, frequently, provide welcome relaxation and interaction with other students. Make certain they are well-publicized and of broad interest. A few ideas that have worked: a wheel-chair basketball game with a team of disabled veterans, a name-the-campus mascot contest, a body painting contest at campus fairs, a speaker's bureau for local organizations, and, of course, parties and dances.

Special Programs for Veterans Clubs

Many clubs encounter problem areas or apathy which need to be resolved before the club can function effectively. Correspondence with—or better yet, visits to—other veterans organizations in the state or region can assist in solving problems. A vital state collegiate veterans organization may provide many helpful ideas.

One area of concern, however, plagues new and old clubs across the nation—maintaining continued involvement and interest among student veterans. The following suggestions may be helpful.

Programs for Disabled Veterans. RAMPS is an outreach program designed primarily for disabled veterans. Initiated at Southwest Minnesota State College by the campus veterans club, its primary objective was to change the physical facilities of the college so that they would not provide barriers to disabled students. It has now expanded its goal to include efforts to make the entire community of Marshall, Minnesota "barrier-free".

The "Not-Psyched—Out" (NPO) club, a disabled students organization at Eastfield College, Dallas, Texas, consisting primarily of veterans, achieved a remarkable new campus responsiveness and awareness of the problems of the disabled after they placed the college president and other campus leaders in a wheel chair for a day.

Day Care Centers. A concept which assists the education and training of wives of veterans, female veterans, and other mothers in the community who might not otherwise be able to attend has been organized at Kearney State College, New Jersey.

Book Loan and Revolving Loan Fund Programs. Revolving loan programs, initiated by veterans clubs, are enjoying considerable success at Pima College, Tuscon, Arizona, and other locations. The Ex-Servicemen's Club, San Jacinto College, Texas, has been among those clubs successfully organizing revolving book loan programs.

Housing Cooperative. A veterans cooperative was formed at Eastern Washington State College, Cheney, Washington, providing low cost housing for veterans attending EWSC in an unused dormitory. Plans to expand the co-op concept to other areas (food and clothing purchases) have been developed.

Opportunity Fairs. Expanding upon the job fair concept, the opportunity fair brings together representatives from business, corporations, education, training, and other service organizations to introduce a wide variety of employment and educational opportunities to interested veterans. Several of these Fairs have been organized by veterans clubs

at Ohio University, Athens, Ohio; Federal City College, Washington, D.C., and at other institutions.

Veterans' Career Workshop. The workshop offers intensive vocational preference and aptitude testing, counseling, information about G.I. Bill benefits, financial aid, career opportunities, and numerous other services to veterans. This concept has been instituted at Ferris State College, Big Rapids, Michigan.

Veterans' "Hotline". This service is operational at the Western Campus of Cuyahoga Community College, Cleveland, Ohio, and the Dallas County Junior College District in Texas. The purpose is to alert area veterans to their opportunities and to encourage them to take advantage of their educational benefits.

Veterans Research Projects. Individuals from various groups, such as the Colorado Association of Collegiate Veterans, the Nebraska Student Veterans Organization, the Canisius College, Buffalo, New York, veterans club have been compiling data and other information about veterans problems which will be used in preparing testimony for state and national programs. These initiatives provide two products: innovative research papers for classroom studies, and sound data for congressional action.

Other Recommendations
for a more Dynamic, Viable Veterans' Club

Veterans Benefits Information and Guidance. The new veteran coming to college has many questions and problems. A veterans information table at registration manned by veterans is most helpful.

State and National Legislative Programs. Many veterans organizations have been actively campaigning for increased veterans benefits under the G.I. Bill. They have been instrumental in achieving subsidiary benefits from certain states, such as tuition waivers for veterans at public colleges.

Social and Recreational Activities. Almost all veterans clubs offer a balanced social program for their friends and family. Many include college staff and are also veterans.

Tutorial Educational Assistance. Encourage establishments of a tutorial educational assistance program for veterans at your college. Each veteran is entitled to tutorial assistance (up to $50 per month for 9 months or until $450 is utilized) if he is in danger of failing a course essential to his program. (For details see Chapter V.)

Service Projects in the Community. Is there a VA hospital or a military base or hospital nearby? Why not organize a hospital or base visiting day? Visit the patients. Show them there are veterans in the nearby college or university who care, who are concerned. Tell them what your college has to offer them. Encourage them to take advantage of further education and training under the G.I. Bill. Organize a drive for blood donors. Volunteer to write letters, run errands, and sponsor entertainment activities and other service projects.

Veterans' Employment Needs. Are there veterans at your college who need part-time employment to make ends meet? Why not organize a united effort? Find out which veterans need work, what skills and experience they have had, how much employment they need. Put it all down on paper and encourage that an appropriate article be printed in the local newspaper. Then, approach local radio stations for public service time. Contact the college president, the mayor, the local Jobs for Veterans Committee, the veterans' representative at the employment service, The American Legion, and Veterans of Foreign Wars. Ask them to help you meet your employment needs. Give them recognition when they do.

Evaluation of College Veterans' Services. How adequate are your college's programs and services for veterans? Is a veteran able to get all the information he needs without going to many different offices? Are educational benefits being processed rapidly? Is special academic help available for those who need it? Are short-term loans or tuition waivers available until the government checks are received? Are college staff adequately informed of veterans' benefits and concerns? If there are weaknesses, make constructive suggestions; volunteer your assistance.

Veterans Outreach Program. Is your college reaching all the veterans in the community who could benefit from its educational programs? In each of your communities there are hundreds, maybe thousands of veterans, who are unemployed and undereducated. Do what you can to interest them in higher education. Call, visit, bring them to campus.

These are just a few suggestions. The National Association of Concerned Veterans (NACV) and the American Association of Community and Junior Colleges stand ready to assist within the limits of staff time and energy.

Statewide Collegiate Veterans Organizations/Coalitions

Spokes are an integral and vital portion of the wheel. A state collegiate veterans organization, likewise, can be considered equally as vital. Such an organization should be a priority once the local club is established. It is also important that other organizations and individuals concerned with veterans issues within the state be brought together in a dynamic, action-oriented coalition to work on meeting the highest priority needs of Vietnam-era veterans. Remember, the more informed, influential, and politically significant individuals and groups supporting your priorities, the greater will be your chances of achieving major goals.

The method for organizing a state group is very similar to that used at the local level. One interested individual may initiate the action. Usually several individuals within a local group will take responsibility.

From this point, inquiries should be sent to all educational institutions within the state. If clubs are known to exist at various campuses, correspondence should be addressed to those specific clubs. Where doubt about existence of a club exists, correspondence should be addressed to the president of the institution or the dean of students.

It should be noted here that care should be used in drafting this inquiry. A large portion of the letter should be devoted to portraying the need for such an organization at the state level. Any individual "turned on" to veterans and their problems should not have difficulty illustrating the needs of veterans.

Once the interested individuals and groups have been found, a preliminary meeting, centrally located, should be arranged.

Discussion should center around the specific problem areas of veterans in the state, solutions to these problems, priority areas and solutions, and how the state organization can best assist the local organizations.

One of the final areas of discussion should involve the subject of a constitution. Previous discussions should allow the objectives to be easily identified. Sample state constitutions can be requested from the National Association of Concerned Veterans (NACV).

Representatives from at least two of the participating schools should be given the responsibility for drafting the document.

A subsequent meeting should be set allowing ample time for thought and discussion on the draft constitution. Suggested changes or additions can then be considered. Adoption of the constitution should be dispatched as rapidly as possible.

Elections should be held at this meeting. The executive boards should then set committee assignments in the priority areas. Remember to publicize this meeting extensively. Make certain it is covered by the media.

It is essential that a state organization develop specific and feasible goals, together with specific objectives for reaching these goals. It is important that the organization be able to point to specific accomplishments as early as possible. A regular newsletter should keep all member clubs informed.

The following objectives may be considered by a state organization:

Short-term objectives:

- Assist colleges in organizing clubs.
- Establish mechanisms for inter-club cooperation and action (newsletters, state and regional meetings, interclub activities).
- Establish linkages with established state collegiate veterans organizations in the region.
- Affiliate with a national organization of collegiate veterans.
- Survey the needs and concerns of collegiate veterans on campuses within the state.
- Provide a forum for sharing these needs and concerns (group interviews on T.V. talk shows, newspaper articles).
- Structure opportunities for veterans and clubs to strengthen relationships with professional veterans agencies and chartered veterans organizations.
- Structure opportunities for veterans to meet with and relate to significant state and national leaders who are able to impact upon legislation and programs affecting veterans.
- Evaluate adequacy of present state benefits for collegiate veterans.

Long-term objectives:

- Develop specific state legislative agenda.
- Design comprehensive strategy for implementation.
- Work with other state and national organizations on the development of national legislative strategies.
- Assist institutions and campus veteran groups in the implementation of new veterans programs.

Remember, in every endeavor at a state or national level there are significant individuals and significant groups which have worked together for many years. They have formed informal, bot very real patterns of relationships. Any strategy which does not carefully consider these entities and relate to them effectively will probably be doomed to failure.

Plan your long-term objectives with exceeding care. Many state organizations have focused on obtaining state education benefits to subsidize the G.I. Bill. The following information may be helpful in this regard.

The Program to Advance Veteran's Education (PAVE) is the name of one very significant state collegiate veterans group. Developed in Pennsylvania, PAVE is built upon a self-help philosophy. Each student veteran has a responsibility to assist others. It has grown into an effective state-wide effort.

PAVE clubs utilize the "peer" counseling and outreach concept. Veterans who are already enrolled at an institution assist prospective student veterans by:

- Informing them of their educational opportunities,
- Guiding them through admissions "red-tape",
- Conducting orientation seminars and introducing them to college life,
- Providing academic advisement, personal counseling, career planning help, tutorial help and advice about financial assistance.

Institutions with effective PAVE programs involving a concerted effort by their veterans clubs are located at many Pennsylvania campuses and, recently, in other states. For further information contact: Mr. Gary Wood, Department of Labor and Industry, Bureau of Employment Service, Harrisburg, Pennsylvania 17121.

National Organizations

Several organizations of Vietnam-era veterans have been established within recent years. Some have championed a particular political position (Vietnam Veterans Against the War, Vietnam Veterans for a Just Peace). Others have focused on the needs of certain types of veterans. However, only one truly national, non-partisan organization has focused upon the Vietnam-era veteran in college.

Analysis of State Veterans Education Legislation Status

State	*Legislation*	*Status*	*Provides*
Ariz.	1) Vet Bonus	Committee	$500 maximum
	2) Educ. Benefit	Introduced	$50 cut/semester in tuition
Ark.	Educ. Benefit	Committee	Free textbooks, full tuition, state schools
Colo.	Educ. Benefit	Sen. Passed	$300 tuition, credit at state schools
Conn.	Vet Bonus	Passed	$300 maximum
Del.	1) Vet Bonus	Passed	$300 maximum
	2) Educ. Benefit	Committee	Tuition, all schools
Fla.	Educ. Benefit	Committee	Tuition credit
Ill.	1) Vet Bonus	Passed	$100
	2) Educ. Benefit	Committee	Tuition, state schools
Ind.	Vet Bonus	Passed	$200 Vietnam vets
Ia.	Vet Bonus	Committee	$500 maximum
La.	Vet Bonus	Passed	$250
Mass.	1) Vet Bonus	Passed	$300 maximum
	2) Educ. Benefit	Pending	Tuition, state schools
Mich.	1) Vet Bonus	Committee	$500 maximum
	2) Educ. Benefit	Committee	Tuition, state schools
Minn.	1) Vet Bonus	Committee	$300 maximum
Mo.	1) Vet Bonus	Committee	$200 maximum
	2) Educ. Benefit	Committee	66% reduced tuition, state schools
Mont.	1) Vets Bonus	Introduced	$300 maximum
	2) Educ. Benefit	Introduced	Tuition, state schools
N.H.	Vet Bonus	Committee	$100 maximum
N.J.	Educ. Benefit	Passed House	$500 tuition credit
N.M.	Educ. Benefit	Introduced	Tuition, state schools
N.Y.	Educ. Benefit	Introduced	Tuition, state schools
N.D.	Vet Bonus	Passed	$600 maximum
Ohio	Vet Bonus	Conference	$500
Pa.	1) Educ. Benefit	Introduced	$50/mo. supplemental to GI Bill
	2) Vet Bonus	Passed	$750 maximum
R.I.	Vet Bonus	Introduced	$350 maximum
S.D.	Vet Bonus	Passed	$500 maximum
Tenn.	Vet Bonus	Not Yet Signed	$300 maximum
Tex.	Educ. Benefit	Committee	Tuition, state schools
Vt.	Vet Bonus	Passed	$120 maximum
Wash.	Vet Bonus	Passed	$250
W. Va.	Vet Bonus	Conference	$400 maximum
Wis.	Educ. Benefit	Committee	Tuition credit, all schools

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The National Association of Concerned Veterans (NACV) is a federation of Vietnam-era veterans from throughout the United States with diverse ethnic and economic backgrounds. The organization is politically non-partisan, concerned solely with the domestic needs and interests of veterans and the communities they return to or live in. Although having a strong interest in the needs of all Vietnam veterans, NACV (formerly, the National Association of Collegiate Veterans) maintains a major focus on the needs and interests of collegiate veterans.

NACV's national role, although not highly publicized, has been instrumental in encouraging many recent national veterans programs. For example, it has encouraged and assisted the Veterans Education and Training Service (VETS) Program of the National League of Cities and the U.S. Conference of Mayors and the Program for Veterans and Servicemen sponsored by the American Association of Community and Junior Colleges.

Its efforts in Washington, D.C., have helped insure the continuation of the Jobs For Veterans program through 1972 and beyond. It has assisted numerous colleges and universities in establishing veterans programs. It was successful in its court suit to force the release to institutions of higher education of federal funds for the "Veterans' Cost-of-Instruction Payments."

In early 1972, it requested the introduction of a $5.8 million supplemental appropriation for Upward Bound and Talent Search Programs for young veterans from low-income backgrounds. Favorable action was taken on this matter and funds were released in time for the 1972/3 academic year.

NACV strives to maintain good working relationships with all established veterans organizations, national education associations, labor unions, other civic groups, and civil rights organizations. Its sole focus and policies, since its foundation, have dealt with domestic concerns and priorities. The organization has received national recognition from leaders of both major political parties and many other leaders.

Additional information may be obtained by writing: NACV, 1120 Connecticut Avenue, Suite 466, Washington, D.C. 20036, Tel: (201) 785-2155.

10

Federal Programs and Legislation

Introduction: Know the Territory

A. The Basic Laws.

In working with any federal program, an educator should begin by studying the basic statute, as well as all available regulations, circulars, and explanatory materials published both by the federal government and by non-governmental organizations. Reading the statute is particularly important in the field of veterans education, because the regulations and other materials are not always clear and complete; they are sometimes interpreted differently by different VA regional offices.

The key reference for veterans education is the "G.I. Bill"—Title 38 of the United States Code. It is available free of charge from either the House or Senate Committee on Veterans Affairs. It is entitled *Veterans' Benefits*, Senate Committee Print No. 1, January 3, 1973 and House Committee Print No. 223, December 20, 1972. Write directly to your senator for it; please do not write AACJC.

We recommend that you read all of Chapter 34, including Section 1685 (student services/work-study) and Sections 1691, 1692, and 1696 (remedial education, tutorial, PREP for servicemen). You may also wish to read parts of Chapter 36, including Sections 1775-1776 (state approval), 1780 (advance payment), and 1788 (measurement of courses in clock hours and credit hours). The release of lists of veterans names is discussed in Section 3301 of Chapter 57.

If you work with disabled veterans, you should be familiar with Chapter 31, Vocational Rehabilitation. And, if you are interested in the new VA program, discussed below, which may make possible grants to colleges for allied health and other medical education programs, you should study Chapter 82.

The Veterans Cost-of-Instruction (VCOI) program is *not* part of the G.I. Bill. It is Section 420 of the Education Amendments of 1972, Public Law 92-318, and is administered by the United States Office of Education.

B. Regional offices.

In addition to studying the laws, you should get to know the appropriate officials at the VA Regional Offices, and, in the case of VCOI, at the HEW regional offices. These men and women can be very helpful to you; they can often resolve problems over the telephone or within a short time. Ask them for all relevant regulations, guidelines, circulars, and other explanatory materials related to veterans education.

In the spring of 1973, the VA Regional Offices held conferences with colleges in most states to discuss the new advance payment and student services programs. VA officials are often available to attend other state or regional educational meetings if you schedule a panel on veterans education. You should think of them as an important resource.

If you have problems of interpretation of the law, we urge that you go to the VA Regional Office first. If this doesn't help, please contact the Program for Servicemen and Veterans at AACJC; in some cases, we can refer problems to the VA central office for resolution.

Advance Payment

Under Section 1780 of the G.I. Bill as amended in 1972, a new advance payment system for veterans benefits goes into effect in August, 1973. This system is described more fully in the VA's DVB Circular 20-72-86, Appendix D, April 11, 1973, which was sent to all colleges by the VA Regional Office. The 1973 AACRAO summer newsletter includes a helpful step-by-step guide for college staff.

It is essential for college admissions officers and registrars, in particular, to understand this system. They should contact the VA Regional Office if they have any questions.

The 1972 law provides for up to two months' advance payment of G.I. Benefits, to be available to the veterans upon registration, but in no case earlier than 30 days to the beginning of the enrollment period. No advance payment will be made for any enrollment period beginning before August 1. The checks will be mailed to the school and held there for the veteran.

The VA has asked colleges to alert all veterans currently enrolled who plan to enroll in a later semester. Veterans will also be notified directly by the VA. Veterans enrolling for the first time, or re-enrolling after having been out of school, will be notified as soon as possible.

AACJC has available upon request abridged copies of the AACRAO guidelines for advanced payment.

Student Services/Work Study

The student services program is authorized under Section 1685 of the statute, added in 1972. It is described more fully in the VA's DVB Circular 20-73-25, April 11, 1973, which was sent to all colleges by the VA Regional Office.

Under this program, student veterans can receive an advance payment of up to $250 in return for an agreement to work up to 100 hours either for the Veterans Administration or in a VA-related activity at a college. The original congressional authors of the statute were especially interested in the employment of veterans in outreach programs. The law as written includes employment of student veterans in a variety of activities, including the processing of papers and other documents, provision of hospital care to veterans, and "any other activity of the Veterans Administration" deemed appropriate. The present assumption is that most veterans will be employed either in outreach or in the processing of papers. Preference is to be given to disabled veterans; other criteria are established in the law as a guide to selecting veterans.

In the spring of 1973, the Veterans Administration made available $500,000 for about 200,000 man-hours of work under this program. Only a limited number of positions were available in most VA Regional Offices. However, in the fiscal year 1974, about $4 million will be available, to provide many more jobs.

AACJC has expressed the hope that these veterans will be employed as usefully as possible, with particular emphasis on outreach programs which will provide services to all parts of each state, and especially to areas not easily served by the VA Regional Office. It will be necessary for colleges and state agencies interested in outreach to approach the VA Regional Office, to try to work out cooperative efforts for the most effective use of student veterans. Veterans must apply directly for these positions; the college or state agency has only an advisory role.

We hope many colleges and state agencies will take the initiative, and help work out effective statewide outreach programs with the VA Regional Office.

The Veterans Cost-of-Instruction Program

This program, authorized by Section 420 of Public Law 92-318, and administered by the Veterans Program Unit at the United States Office of Education, has had an uncertain history. However, it apparently is well launched on its first year of operation. It is still not certain whether Congress will fund it for another year as part of the fiscal year 1974 HEW budget. This will be decided in the fall of 1973.

Often known as the "Cranston" amendment (for Senator Alan Cranston of California), the program authorizes a payment to institutions of up to $300 per full-time equivalent veteran enrolled provided the institution meets certain requirements. The program pays an additional $150 per FTE veteran for all veterans and servicemen enrolled in one of three G.I. Bill programs for the educationally disadvantaged; Section 1691 (remedial-refresher or high school level education); Section 1692 (tutorial assistance); Section 1696 (PREP, remedial-developmental work for servicemen).

The college must meet two conditions:

First, it must record a ten per cent increase over the previous year in the head-count number of veterans enrolled, in the first year of participation. Thereafter, it must maintain at least the same level of enrollment to stay in the program. For the first funding cycle, the college was required to have had a ten per cent increase in enrollment on April 16, 1973, as compared to April 16, 1972. In the next cycle, it is likely that colleges participating for the first time will be required to show a ten per cent increase for fall/1973 over fall/1972.

Second, it must establish or must already have an adequate program of veterans services, including outreach, recruitment, counseling, and special education programs for the disadvantaged, including programs under Sections 1691, 1692, and 1696 where appropriate.

At least half the funds received must be used for veterans services; the remaining fifty per cent may be used for general instructional purposes. Twenty-five million dollars was appropriated for this program in its first year. Congress is now considering whether to appropriate more funds in the fiscal year 1974.

The VCOI program, in our judgment, offers a great opportunity for colleges to make an all-out effort to reach veterans who have not used their G.I. benefits. The veterans not yet reached include several million men who were discharged some years ago but still need further education or training, as well as one million non-high school graduates, some of whom could complete a high school equivalency certificate or enroll in skill training.

VCOI funds, unlike G.I. Bill funds, go directly to the institution, and can be used to provide institutional services for veterans. The summer of 1973 may be the last real chance to mount an all-out recruitment and outreach campaign, to interest as many veterans as possible. This is true both for colleges qualifying for the first round of VCOI funding and those which did not qualify.

For further information about this program, contact the Veterans Program Unit, U.S. Office of Education, 400 Maryland Ave., S.W., Room 4012, Washington, D.C. 20202, (202) 963-3411.

Other Federal Programs: Work Study and Emergency Employment Act Funds

Many colleges and some state agencies have been able to help student veterans through funds available from college work study and the Emergency Employment Act. Student veterans may be employed in veterans outreach with work-study funds available from the U.S. Office of Education program. At some colleges, there are questions as to whether veterans are eligible for CWSP funds because of their level of income. We suggest that you refer such questions to the Veterans Program Unit at USOE; VPU

staff have informed us that in some cases colleges may be too restrictive in the way they define costs and student needs, and may thus be excluding some veterans who would otherwise be eligible.

The Emergency-Employment Act program, P.L. 92-54, under the United States Department of Labor, is intended to give priority in employment to Vietnam veterans, especially those who are otherwise disadvantaged. In some states, large sums have gone to support major veterans outreach programs, either statewide (for example, Illinois, South Carolina, and Washington) or at particular colleges. In other states, the state and local officials administering the funds have chosen to use them in other ways.

In some states "split jobs" have been created. Instead of paying one veteran $6,000 a year, two or three part-time jobs have been created for student veterans, often in outreach work.

As this is written, the future of EEA is in doubt. The administration wants to end it, phasing out remaining funds in the summer and fall of 1973. Some congressional leaders wish to continue it. We believe that educators should watch EEA as one possible source of additional funds for student veterans.

The VA Allied Health Program

Under a new law, Public Law 92-541, now Chapter 82 of Title 38 of the United States Code, some colleges and universities may be able to participate in a program which will provide assistance in establishing new medical schools, and in expanding existing college programs for medical, allied health, nursing, and related programs.

These awards would be made on a project grant basis to selected schools and colleges affiliated with local Veterans Administration hospitals. The grants would not be tied to the needs of the VA, however; but would be related to the institution's capacity to train and upgrade manpower in a variety of fields.

The program is not directly related to veterans education, although a college would be able to enroll student veterans (including returning "medics") in any new or expanded allied health program established.

The future of the program is uncertain at present. The administration did not request funds for it in the fiscal year 1974 Veterans Administration budget, but there is substantial Congressional interest. This will be resolved in the foreseeable future.

Future Legislation

The future of the G.I. Bill—defined here in terms of education benefits only—is uncertain. Some members of Congress and the administration feel that when "peace" is declared in Southeast Asia and the country converts to an all-volunteer military, G.I. benefits should be discontinued for further enlistees. Those already entitled to benefits, including everyone enlisted in the service when the law was passed, would still (probably) be eligible.

Those who feel this way sometimes point to Section 1651 of Chapter 34, which states that two purposes of the G.I. Bill are (1) "providing vocational readjustment and restoring lost educational opportunities to those servicemen and women whose careers have been interrupted or impeded by reason of active duty after January 31, 1955", and (2) "aiding such persons in attaining the vocational and educational status which they might normally have aspired to and obtained had they not served their country".

In this view, the G.I. Bill is a special *readjustment* benefit for men and women who voluntarily or involuntarily gave up something to serve their country, and not a benefit available to those serving in peacetime. However, this is not the only historical or statutory reason for G.I. benefits. The same section begins:

> "The Congress of the United States hereby declares that the education program created by this chapter is for the purpose of (1) enhancing and making more attractive service in the Armed Forces of the United States and (2) extending the benefits of a higher education to qualified and deserving young persons who might otherwise not be able to afford such an education . . ."

In this interpretation, the Bill serves much broader purposes—making military duty more attractive, and extending educational opportunity to many more Americans. At present, many supporters of an all-volunteer military believe that the G.I. Bill should be continued—both for education and training while on military duty, and as an incentive to enlistment.

Other observers in and out of Congress believe that the G.I. Bill has been a magnificent American invention—a program which has helped millions of Americans after World War II, Korea, and now Vietnam to fuller and more productive lives, for themselves and their country. Most veterans—it is often pointed out—have returned the G.I. Bill payments many times over to their federal and state governments in taxes, because of their increased earning power. The future, however, is unclear.

Besides the general question of continuing the G.I. Bill, there remains a great controversy about the adequacy of present benefits and programs. While many veterans have benefitted in the past eight years, a great many others have not. Many may have been unable to take advantage of the bill because benefit levels were so low—especially before the recent increase to $220 a month. Many of the men who separated before 1970 or 1972 still have benefits available to them, but they may be too involved in their work and family lives to consider further education—unless special efforts are made to reach them.

Some groups of veterans have benefitted much less than others. Generally, the Bill has been most useful for men who had already completed some college, or who had especially good high school records. These men have often been able to take up schooling again without special difficulty. Those who had mediocre high school records, or who had dropped out of high school, have had more

trouble. Many of these "educationally disadvantaged" men, who may need schooling or training most, have not used their benefits. Some could benefit from skill or vocational training, and may not realize that this is a possibility. Others may not know that they can complete a high school equivalency or "GED" with the G.I. Bill, using Section 1691 funds. These men have often not been contacted effectively by outreach programs, whether by the VA or by state agencies and individual colleges.

There have been many proposals for further amendments to the G.I. Bill—raising the benefit level higher, perhaps to a basic payment of $250 per month, as proposed by the Senate in 1972; returning to the World War II system of a tuition payment to the college, as well as a subsistence allowance for the veteran; extending the period in which benefits can be used from eight years to ten or more years; extending the total entitlement from the present 36 months to 45 or 48 months.

There appears to be limited interest in most of these ideas, except perhaps increasing the period of eligibility from eight to ten years. The present administration has generally been opposed to major increases in benefit levels; Congress, after passing a major bill in 1972, has been occupied with other problems.

In our judgment, it will be necessary for veterans and educators interested in further changes in the bill to make a very strong and effective presentation, to obtain further action from the administration and Congress in 1973 or 1974.

G.I. Bill legislation is handled by the House and Senate Committees on Veterans Affairs, headed by Representative William J. B. Dorn (D-S.C.) and Senator Vance Hartke (D-Ind.). Problems related to funding the veterans cost-of-instruction program come before the House and Senate Committees on Appropriations. The key subcommittees on HEW appropriations are headed by Representative Daniel Flood (D-Pa.) and Senator Warren Magnuson (D-Wash.).

Whatever happens with the G.I. Bill, further funding for the VCOI program will be a live and continuing issue in 1973 and 1974. It should be watched closely by everyone concerned with vererans education.

On Capitol Hill: Key Committees

Veterans Committees Restructured

Following recent elections the House and Senate Veterans Committees have been restructured. Congressman William Jennings Bryan Dorn, South Carolina, a long-time friend of the veteran, has been elevated to the chairmanship, succeeding Congressman Olin Teague, Texas, who has served as chairman for eighteen years. Senator Vance Hartke, Indiana, remains as chairman of the Senate Veterans Committee.

Members of the House Veterans' Affairs Committee

Democrats

W. J. Bryan Dorn, S.C. (chairman)
Olin E. Teague, Tex.
James A. Haley, Fla.
Thaddeus J. Dulski, N.Y.
Ray Roberts, Tex.
David E. Satterfield, Va.
*Henry Helstoski, N.J.
Don Edwards, Calif.
G. V. (Sonny) Montgomery, Miss.
Charles J. Carney, Ohio
George Danielson, Calif.
Ella T. Grasso, Conn.
Lester L. Wolff, N.Y.
Jack Brinkley, Ga.
Charles Wilson, Tex.

Republicans

John Paul Hammerschmidt, Ark.
John P. Saylor, Pa.
Charles M. Teague, Calif.
Margaret M. Heckler, Mass.
John M. Zwach, Minn.
Chalmers P. Wylie, Ohio
Elwood Hillis, Ind.
Joseph J. Maraziti, N.J.
James Abdnor, S. Dak.
Robert J. Huber, Mich.
William F. Walsh, N.Y.

*Chairman, Subcommittee on Education and Training

Members of the Senate Veterans' Affairs Committee

Democrats

*Vance Hartke, Ind. (chairman)
Herman E. Talmadge, Ga.
Jennings Randolph, W. Va.
Harold E. Hughes, Iowa
Alan Cranston, Calif.

Republicans

Clifford B. Hansen, Wyo.
Strom Thurmond, S.C.
Robert T. Stafford, Vt.
James A. McClure, Idaho

*Chairman, Subcommittee on Readjustment, Education and Employment

Appropriations Committees

For your information, here are the names of the Senate and House Appropriations Subcommittees on the Labor-HEW Budget, who will decide whether to appropriate more veterans cost-of-instruction funds for next year.

Members of the Senate Appropriations Subcommittee on the Labor-HEW Budget

Democrats

Warren G. Magnuson, Wash. (chairman)
John C. Stennis, Miss.
Alan Bible, Nev.
Robert C. Byrd, W. Va.

William Proxmire, Wis.
Joseph M. Montoya, N.M.
Ernest F. Hollings, S.C.
Thomas F. Eagleton, Mo.

Republicans
Norris Cotton, N.H.
Clifford P. Case, N.J.
Hiram L. Fong, Hawaii
Edward W. Brooke, Mass.
Ted Stevens, Alaska
Richard S. Schweiker, Pa.

Members of the House Appropriations Subcommittee on Labor-HEW Budget

Democrats
Daniel J. Flood, Pa. (chairman)
William H. Natcher, Ky.
Neal Smith, Iowa
Edward J. Patten, N.J.
Bob Casey, Tex.
David R. Obey, Wis.
Edith Green, Ore.

Republicans
Robert H. Michel, Ill.
Silvio O. Conte, Mass.
Garner E. Shriver, Kan.
J. Kenneth Robinson, Va.

11

Cooperation - The Key to Success

Cooperation is the key to any successful organization dedicated to providing service to veterans. Veterans and veteran organizations are obligated to cooperate with a multitude of local, state, federal and private agencies if they are to achieve their goals and objectives. One thing should be made clear from the outset. Cooperative attitudes and the development of rapport between campus veterans groups and outside organizations is something accomplished through serious effort and determination, rather than through the simple pronouncement of a worthwhile program. Communication and public relations are a necessity.

There are several reasons why an all-out effort of communication and public relations is necessary. First, it can never be assumed that agencies designed to assist veterans, even those mandated by law, are fully knowledgeable about other groups with the same interest or concern for veterans. Many city and county veterans' programs lack information about other agencies within their own local areas. National programs as well need to be brought to the attention of state and campus coordinators of veterans projects to avoid duplication of services and to increase maximum output. Your office of veterans' affairs on campus might have to serve as a self-elected coordination agency to see that things happen for veterans in your part of the country.

Secondly, human nature being what it is, there is always the possibility that jealousy between various organizations may turn productive energy into needless and self-defeating competition. This kind of situation can only limit the effectiveness of veterans programs. It is important for your program to attempt to create a cooperative working relationship between those veterans groups that could be of assistance to your program.

Finally, we live in a very political world and veterans and programs relating to veterans needs interest politicians when they are kept adequately informed. Some local and state legislatures have provided additional G.I. benefits and should be applauded for their efforts. Also, the U.S. Congress has been receptive to increases in benefits for veterans over the last several years. It is imperative to recognize that these and other sources of funds are vital to the veterans cause. By keeping the public and elected officials well aware of your program and student veterans needs, your veterans program maintains existing and develops new support for veterans' programs.

We should be concerned, not only with the amount of direct financial support to the veteran, but also with the type of supportive agencies and services available within the community.

Probably the most available and useful agencies to assist veterans programs will be located right in your own backyard at the state level. The Veterans Administration's Regional Offices throughout the nation, one or more to be found in each state, are a valuable resource. The key people who should be of assistance to coordinators of veterans programs include the adjudication officer, the educational liaison officer, the chief of counseling and rehabilitation service, and the chief of the veterans assistance division.

The Adjudication Officer serves as head of the educational and rehabilitation claims division and reports directly to the regional office director. As the administrative chief of this important function, he is an important person to know. His direct assistant, the education liaison officer, is responsible for daily communication with institutions, in addition to handling program approval problems and some claims adjustments. The chief of counseling and rehabilitation services provides personal counseling and testing services for veterans. Personnel here may also be willing to meet with veteran students on campus or at regional counseling sessions.

The chief of the veterans assistance division and his staff are then to receive individual claims, problems from veterans on both a walk-in and telephone basis.

Many states have established, with help from the governor's office, a commission or department to aid veterans, such as the Maryland Veterans' Commission, the STAVE Program (Strengthen the American Veteran Educationally) in Delaware, and the PAVE (Program to Advance Veterans Educationally) program in Pennsylvania.

In all states you should find state and local chapters or sections of the major national veterans' organizations. These would include such groups as The American Legion, Veterans of Foreign Wars, Disabled American Veterans, American Veterans Committee, National Association of Concerned Veterans.

Another important agency to contact would be the

Veterans Employment Commission through the supervisor of veterans representatives within the state. The representatives are important contact people and are usually located strategically throughout the state.

Finally, each state has a state approval agency for veterans administration programs. Two or more persons are usually on board to handle approvals for college level, on-the-job training, apprenticeship and below college level programs. A person on this staff may be assigned to college level approvals alone and be willing to assist you with any statewide coordination of veterans programs your campus might organize.

It is impossible to emphasize adequately the tremendous need for cooperation with the various agencies mentioned. The success of a campus veterans program will depend in no small way on how well each office of veterans services utilizes the organizations within their locality, as well as those with national scope, which have a concern and commitment to veterans.

Agency Sources of Potential Support for Collegiate Veterans Programs

Agency or Group	*Local Office*	*Type of Services*
Veterans Administration	Veterans Assistance Centers, Regional Offices, Veterans Benefit Offices, VA Hospitals	G.I. Bill and other veterans' benefits. List of approved schools, colleges and courses. Job and educational counseling. Access to medical and psychiatric counseling. Help with service connected disability benefits. Securing service records and data. On-job-training and employer contacts. Good contacts with officials in other public agencies.
Employment Service	State Employment Offices	Veterans' counseling. Job openings through listings. Unemployment Compensation. Lists of all local G.I.'s within 90 days of release. Information on veterans' preference. Re-employment rights enforcement. Access to educational counseling. Judgments on other public agency services.
Community Action Agencies	Neighborhood Centers, Model Cities Offices	Information on all socially oriented agencies and efforts. Outreach workers. Knowledge of local area and leaders. Manpower programs information. Research data on social structure and problems. Jobs clearinghouse Counseling Good relationship with welfare agency.
Welfare Agency	County Office–some local offices	General assistance–aid to dependent children. Food stamp program. Emergency clothing and housing. WIN program–adult basic education.
Social Security Administration	Local Offices	Disability benefits. Children's benefits for students.
Housing Authority	Local Offices	Public housing–some veterans' preference.
Redevelopment Agencies	Local Offices	Urban renewal. Relocation section. Tenant rights.
Manpower Commission	City Hall	Administers (usually) all Federal manpower programs: MDTA, OJT, JOBS, CEP, WIN, etc. Jobs for Veterans committee liaison.

Agency or Group	*Local Office*	*Type of Services*
Law Enforcement Agency	State and City Offices	Information on Law Enforcement Education program. Help with probationary, drug abuse, courts and law enforcement systems.
Development Districts	In E.D.A. or Appalachian Eligible Counties	Information on wide range of Federal programs. Special relationships with Governor's office and state agencies.
Small Business Administration	Local Offices	Loans for small businesses. Information on minority enterprises.
Department of Education	Local School Boards and Districts	Information on accreditation. List of local educational institutions. Available courses. G.E.D. procedures. Adult basic education. Vocational and technical education.
Political Assistance	Governor's Office Mayor's Office Local Offices of State Legislators City Councilmen and U.S. Congressmen	Help with special problems. Information on pending legislation. Contacts with public officials. Federal program help.
Federal Agencies	Local and Regional Offices and State Counterparts	HUD—local insuring offices—housing. HEW—Military Experience Directed into Health Careers program. OEO—all poverty programs, legal assistance. Departments of Labor—all manpower programs.
National Alliance of Businessmen	Local Offices	Sponsors for JOBS program contracts. Employer information.
Labor Unions	State Councils, Locals	Job information. Apprenticeship procedures. Lobbying assistance at state and local legislative bodies. Contacts with public officials.
Chartered Veterans' Organizations	American Legion, VFW, DAV AMVETS, AVC	Information on financial aid Some state organizations have roving veterans' counselors. Help with public agencies and officials. Help with service-related problems.
Veterans' Clubs	Local Groups at Many Colleges	Source of G.I. Bill enrolled vets. Outreach workers and recruiters. Help with college admissions and aid information.
Chamber of Commerce	Local Offices	Employer lists—vet preferences. Job openings. Source of loan fund contributors. Promotional material distribution.
Service and Charitable Groups	Red Cross, Salvation Army, Churches, Boy Scouts, Civic and Neighborhood Groups, Lions, Rotary, Shriners, etc.	Emergency relief—food and clothing. Source of volunteer workers. Organizational help.

Appendices

Appendix A

AN ANNOTATED BIBLIOGRAPHY

VETERANS ORGANIZATIONS PROGRAMS AND PUBLICATIONS

Compiled by

Andrea Love
Frances Bell

BIBLIOGRAPHY

(Veterans Programs and Organizations)

THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES (AACJC), Program for Servicemen and Veterans, One Dupont Circle, #410, Washington, D.C. 20036, 202-293-7050

The AACJC Program for Servicemen and Veterans assists community and junior colleges, as well as senior institutions, with the development of comprehensive veterans programs. Descriptions of model successful programs around the country are provided to colleges, as well as various publications and pamphlets which give information on establishing campus veterans clubs, legislative news and analyses, occasional newsletters, tutorial assistance programs. The member community and junior colleges are also provided the monthly lists of names of separating servicemen through a special outreach program which is co-sponsored with The American Legion. Technical Assistance in the form of special workshops and/or personal consultation visits to various campuses by program staff are also provided.

THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES (AACJC), Veterans Education Project, One Dupont Circle, #410, Washington, D.C. 20036, 202-293-7050

This project was established with a grant from the United States Office of Education. Its purpose is to aid four year colleges, universities, area vocational schools and other institutions of higher education as well as two-year colleges, to develop new and improved programs for veterans by means of a series of regional conferences. This project will serve as a clearinghouse of information on federal legislation, successful examples of veterans programs and other helpful related information.

THE AMERICAN LEGION (National Headquarters), P. O. Box 1055, Indianapolis, Indiana 46206, 317-615-8411

The American Legion is a large veterans service organization. Its concern for Vietnam era veterans is a three-fold approach of finding jobs, helping veterans to use the G.I. Bill, and locating training opportunities. The American Legion has service officers who can assist veterans with their claims with the Veterans Administration, including discharge review. The veteran need not be a member to receive the service, nor does he have to pay a fee. The Legion also sponsors a cooperative veterans outreach program with the AACJC.

THE AMERICAN RED CROSS (National Office), E and 17th Streets, N.W., Washington, D.C. 20006, 202-737-8300

The American Red Cross can provide aid to veterans and servicemen in the processing of claims and act as representative for or appear with veterans on adjudication of claims and review of discharge. This organization is also mandated to make loans and/or grants to veterans in need who are awaiting their first claim check. The American Red Cross provides financial assistance and counseling services to veterans and distributes numerous publications on veterans benefits, etc.

AMERICAN SERVICEMEN ALPHA SIGMA MU-VETERANS, INC., 3379 Route 46, No. 16 D, Parsippany, New Jersey 07054, c/o President, Neal C. Clarke

Alpha Sigma Mu, established in 1954, is primarily a collegiate veterans organization which recently incorporated a non-collegiate chapter, Allied Servicemen. This organization can assist the veteran who wishes to enter college by advising on various college offerings, entrance requirements, how to submit applications, apply for financial aid, etc. It also grants an annual scholarship and helps and encourages the establishment of veterans clubs on campuses. There are a total of 28 chapters of Alpha Sigma Mu in California, Georgia, Pennsylvania, and New Jersey.

THE AMERICAN VETERANS COMMITTEE (AVC), 1333 Connecticut Avenue, N.W., Washington, D.C. 20036

The AVC, a legally chartered veterans organization, provides an informal clearing-house of information, advice and representation for veterans with other-than-honorable discharges; AVC lawyers, together with co-operating lawyers from the community, are available to counsel the veteran and accompany him to his hearing. The AVC can also assist veterans with their V.A. claims.

ASPIRA (of Puerto Rico), P. O. Box 7158, Barrio Obrero, Santurce, Puerto Rico 00915, c/o Director, Mrs. Hilda Maldenado

Aspira is a private non-profit community based organization with branches on the mainland designed to service Puerto Ricans. *Aspira of Puerto Rico* (under a special talent search/upward bound grant for veterans) serves veterans through a special program established at the University of Puerto Rico.

ASSOCIATION OF AMERICAN COLLEGES, 1818 R Street, N.W., Washington, D.C. 20009, 202-387-3760

AAC directs an outreach program, in cooperation with The American Legion, through which lists of separating servicemen are provided to member four-year colleges and universities. The program is designed to help member colleges to recruit veterans.

THE EDUCATION PROFESSIONS DEVELOPMENT ACT REGIONAL VETERANS TRAINING CENTERS

Mr. William Vincenti, Director, Newark State College, Union, New Jersey 07083

Mr. Jesse W. Jackson, Director, Tennessee State University, Nashville, Tenn.

Dr. Alan Gross, Director, Macomb Co. Community College, Warren, Michigan 48093

Dr. Floyd Taylor, Director, University of Oklahoma, Norman, Oklahoma 73069

Mr. William Oaksford, Director, UCLA Extension, Los Angeles, California 90024

These centers provide training and technical assistance to specially funded veterans education projects and act as information and consultant referral centers to all post-secondary institutions and military bases.

EMPLOYMENT SECURITY COMMISSION, 500 C Street, N.W., Washington, D.C. 20212, 202-393-6151

This is primarily a job finding agency within the Department of Labor, which attempts to place veterans in training slots and in training programs in schools. The Employment Security Commission offices are staffed with special veterans counselors who assure that veterans receive all the services available to them. The counselor uses referrals, counseling and testing in an effort to match the veteran to the available jobs.

G.I. FORUM (National Headquarters), 1515 Xavier Avenue, Denver, Colorado 80204, 303-572-3901

G.I. Forum is a veterans organization which focuses on the educationally disadvantaged Spanish speaking American veterans. It has received funding to provide counseling, educational and employment referral services to this particular target group of veterans. Branch offices are located in Chicago, Detroit, California and Texas.

JOBS FOR VETERANS (JFV), National Committee, 1400 Wilson Boulevard, Arlington, Virginia 22209

Jobs for Veterans was organized in October 1971. It is a federally organized public relations organization, the primary purpose of which is to promote skills of veterans so that veterans will become a premium manpower for employers. JFV acts as an umbrella agency for federal, state, and local agencies, and other veteran, civic, labor and business groups to work together to enhance employment opportunities for young veterans.

NATIONAL ALLIANCE OF BUSINESSMEN (NABS), 1730 K Street, N.W., Washington, D.C. 20006, 202-254-7105

NABS is an industry-government program which acts as a principal force for helping to find employment and training opportunities in the business sector for the disadvantaged, needy youth, and Vietnam-era veterans. NABS is staffed by executives from major industries on an executive loan program who may serve them 3 months to 2 years. The NABS *Vets Job Program* influences businessmen to become aware of the veteran's plight and to set aside for veterans a share of the positions that they would normally fill in one year's time. Often the businessmen are asked for a pledge. A veteran applying at the state employment service should indicate on his application that he wants a NAB job or should ask for the NAB representative. NABS has 165 offices (one in every state) and 66,000 participating companies.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP), 1790 Broadway, 10th Floor, New York, New York 10019, 212-245-2100

The NAACP can provide information about veterans benefits as well as personal counseling to veterans and servicemen with a special interest in minorities. This organization has a special interest in the review of other-than-honorable discharges which are administrative in nature. The regional centers will provide aid to veterans seeking employment.

NATIONAL ASSOCIATION OF CONCERNED VETERANS INCORPORATED (NACV), 1120 Connecticut Avenue, N.W., Suite 466, Washington, D.C. 20036, 202-785-2155

NACV will help to form and sustain collegiate veterans clubs. This organization lobbies for state and national legislation favorable to veterans; consults with various agencies involved with veterans; works toward a positive national image for the Vietnam era veteran. There are 125 NACVI clubs in 30 states.

NATIONAL URBAN LEAGUE, 55 East 52nd Street, New York, New York 10022 (National Headquarters) 212-751-0300

The National Urban League can provide aid to veterans in locating employment, housing, education, welfare, and legal services. Each branch of the service is required

to supply the serviceman with a form on which he is to designate his need for assistance in one of the above mentioned areas. This form is returned to the Urban League for appropriate follow-up. There are affiliate offices in 100 cities. (In a city where an affiliate office does not exist, these services are provided through the "Services to Military Families Divison" of the local American Red Cross branch.)

PROJECT VETS, 1612 K Street, N.W., Washington, D.C. 20036, 202-293-4900

The National League of Cities/U.S. Conference of Mayors and the National Urban Coalition are co-sponsoring a Veterans' Education and Training Service (VETS) to encourage low income and minority veterans to return to school. The Office of Economic Opportunity made a $1 million demonstration grant to support a national technical assistance program and projects in ten cities.

SEATTLE VETERANS ACTION CENTER (SEA-VAC), 1300 Madison Street, Seattle, Washington 98104, 206-583-6595, c/o Mr. Joseph Garcia, Director

SEA-VAC is a community based veterans program which employs Vietnam era veterans (full-time and part-time) to perform outreach, counseling and referral duties. Because it is a highly comprehensive organization, SEA-VAC can serve as a working model for persons wishing to establish programs which will deal with the total world of the veteran (e.g., education, personal and academic counseling, personal and family counseling and referral, and socio-psychological problems in the areas of housing, drug and alcohol abuse or addiction, legal, etc.), as well as alternatives for securing funds and public support for veterans programs.

STATEWIDE VETERANS OUTREACH PROGRAMS

Several states throughout the country have taken the initiative to institute *statewide* outreach programs, which employ Vietnam-era veterans to act as outreach workers, recruiters, and peer advisors. These veterans, often students themselves, work cooperatively with institutions of higher education throughout their respective states as well, to advise them in the structuring of comprehensive veterans programs. The states listed below have successful statewide-veterans outreach programs and by writing to them, additional information may be secured.

Illinois—The Illinois State Veterans Outreach Program is a component of the Governor's Office of Human Resources: 203 North Wabash Avenue, Chicago, Illinois 60601, 312-793-3263, c/o Mr. James Toricelli, Director, or Mr. Robert Deluhery, Coordinator.

Pennsylvania—The Pennsylvania Program to Advance Veterans Education (PAVE) is a component of the Governor's Council for Human Services: 223 Education Building, Harrisburg, Pennsylvania 17126, 717-787-3048, c/o Mr. Gary Wood.

Washington—The Washington State Employment and Recruitment Project for Vietnam era veterans was initiated by Governor Daniel J. Evans. This program is operated by the State Board for Community College Education: P. O. Box 166€, Olympia, Washington 98504, 206-753-2000, c/o Mr. Gregory Barlow, Coordinator.

Wisconsin—The Wisconsin Veterans Outreach Program operates out of the Wisconsin Department of Veterans Affairs: 1 West Wilson Street, Madison, Wisconsin 53702, c/o Mr. Theodore F. Fetting, Coordinator.

VETERANS ADMINISTRATION (V.A.), Washington, D.C. 20420, 202-872-1151

The Veterans Administration is the largest veterans service organization, the purpose of which is to assist the veteran in filing for his entire range of benefits including education, on-the-job apprenticeship training, vocational rehabilitation, employment placement, job opportunities, (loans, medical benefits, burial, death, insurance, etc.). The V.A. provides counseling and referral services in all of the above. There is a V.A. regional office in each state which the veteran may write, call or visit for information or assistance. Application for medical benefits may be made at any V.A. station with medical facilities.

"USVAC" Several federal agencies have combined their efforts with the V.A. to assist veterans through "one stop" V.A. centers. These U.S. veterans assistance centers, (USVAC's) are located at most V.A. offices. (See V.A. IS-1 Fact Sheet, January 1973 for details.)

VETERANS PROGRAM UNIT, U.S. Office of Education, Washington, D.C. 20202, 202-963-3411

This office serves as an advocacy organization within OE to encourage managers of various OE programs to be responsive to the educational needs of veterans; it also provides, through its regional offices, information to veterans and veterans organizations, colleges and universities regarding existing OE programs that can benefit veterans who want to return to school. There is a veteran's specialist at each OE regional office.

BIBLIOGRAPHY

(Veterans Programs and Organizations—Publications)

THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES (AACJC)

A Tutorial Program for Veterans (brochure), 1973
Contains information about guidelines for the establishment of tutorial educational assistance for veterans, tutorial supplementary assistance, and considerations relating to the establishment of a tutorial assistance program.

Campus Veterans Organizations at Community/Junior Colleges (brochure), 1973
Explains procedures for establishing Veterans Club. Very useful for persons trying to organize vets clubs on campuses.

Vantage Point (occasional newsletter)
This publication provides up-to-date information on college-based and community-based veterans programs around the country, veterans workshops and conferences, veterans legislation, etc. Each issue features a special focus on one aspect of the AACJC program for servicemen and veterans such as PREP, the Servicemen's Opportunity College, Veterans Outreach Program, PREP or The Veterans Education Project.

Operation Vet (occasional newsletter)
A newsletter of information relating to the Veterans Education Project

Veterans On Campus, 1973
A handbook for programs, services, staffing and assistance.

THE AMERICAN LEGION

Need A Lift?, American Legion Educational and Scholarship Program, $.50 per copy—$.30 per 100 copies (prepaid)
An annually revised 140 page handbook, sources of scholarship, fellowship loans and part-time jobs; excellent for counselors, as well as student veterans.

Veterans Manual Fact Sheets, American Legion Veterans Information Service, Publication Number 13-109, *limited distribution* (no price given)
This booklet is often used by legion field service officers in counseling veterans, contains information about conducting job fairs, veterans employment opportunities and job rights, G.I. Bill (Title 38), various federal programs which might be of aid to veterans, and discharge review procedures.

THE AMERICAN RED CROSS

Guidelines for Caseworkers in Discharge Review and Correction of Military and Naval Records (no price given)
Especially informative for those without prior knowledge about various discharges, role of Red Cross in discharge review, government benefits available to holders of various types of discharges, drug abuse cases, etc.

AMERICAN SERVICEMEN ALPHA SIGMA MU—VETERANS, INC.

Alpha Sigma Mu—Veterans Newsletter, Published quarterly, $1.00 year's subscription
Includes current information on activities of Alpha Sigma Mu—Veterans chapters, and other information of news to veterans.

History-Purpose of Alpha Sigma Mu—Veterans (brochure)—free
Explains origins of organization, how to organize chapter, purpose of organization, etc.

THE AMERICAN VETERANS COMMITTEE (AVC)

AVC BULLETIN, Quarterly publication, $1.00 year's subscription.
"The Returning Vietnam Veterans: A Challenge to the Nation's Conscience," *AVC Bulletin*, November-December 1972, Vol. 27, No. 34, pp. 7-9

Facts On Other Than Honorable Discharges and What Can Be Done About Them, $.30
Comprehensive explanations of each type of discharge and the problems associated with them. Especially useful for the person who deals with large populations of minority veterans.

Human Rights of the Man in Uniform, (HB) 1968 Conference Report, $.50

G.I. FORUM

The Forumeer Newsletter, $5.00 per issue, $12.00 yearly subscription (25 copies), write to 127 Graham No. 3, San Jose, California 95110
Official newsletter of the G.I. Forum; contains information about activities, coming events of this organization.

JOBS FOR VETERANS (JFV)

JFV Report (newsletter)
Current information on special veterans programs, employment situation of Vietnam era veterans, etc.

NATIONAL ALLIANCE OF BUSINESSMEN (NABS)

Veterans Need You (brochure), free
Direct pitch to business community on why and how it can aid veterans. Especially good for handouts or to enlist aid of local business groups.

NATIONAL ASSOCIATION OF CONCERNED VETERANS INCORPORATED (NACV)

NACV (pamphlet), newsletter also available
Information about legislation, vets clubs, activities, veterans programs, etc.

Veterans Clubs Sample Constitutions

These documents can help schools which are attempting to establish campus veteran's clubs. Sample format, rules, by-laws, governing boards, etc. set up by various NACV chapters are included free.

PROJECT VETS, National League of Cities/U.S. Conference of Mayors

Getting It All Together (pamphlet), free

A step-by-step guide for veterans to obtain financial aid and to enter college.

Reveille (newsletter), free

Contains useful information about legislation, current veterans programs and workshops, organization projects around the country and general veterans' news.

EDUCATION PROFESSIONS DEVELOPMENT ACT, REGIONAL VETERANS TRAINING CENTERS (EPDA Veterans Training Centers)

Re-entry (newsletter)

Published monthly by the Southeast Training Center for Special Veterans Programs, Tennessee State University, Nashville, Tenn. 37203. This newsletter covers a wide range of topics as well as current information about activities of the 13 TS/UB programs in Southeastern United States.

Target Veterans, So. Campus, Macomb Community College, Warren, Michigan 48093

Veterans Back to School: A Handy Regional Guide, free

This document is about 59 pages in length and contains very helpful information about the new G.I. Bill, Outreach, The Veterans Information Center, tutorial programs, pre-college programs (1691 and PREP), discharges (including other than honorable), several veteran's organizations, as well as an annotated bibliography.

A National Directory of Post Secondary Veteran Programs

This directory was developed from a survey of American post-secondary institution (except seminaries, exclusively graduate study schools, and exclusively women's colleges). Included are 1,617 veterans programs, 154 PREP programs, 714 tutorial programs, and 529 outreach programs. The information includes alphabetical listing of colleges by states, person responsible for the particular program, telephone number, type of college and type of program.

STATEWIDE VETERANS OUTREACH PROGRAMS (Illinois)

Veterans Outreach Training Manual

Compilation of G.I. Bill information, techniques, procedures on Outreach to be used by Outreach workers, counselors, (also information about agencies and organizations); very helpful.

VETERANS ADMINISTRATION (V.A.)

The following publications are available at no cost from the V.A. Regional Offices. They are all brief. Very useful*

"Apprenticeship or Other On-Job Training Benefits for Veterans with Service since January 31, 1955," VA Pamphlet 20-69-4, revised October 1970

"A Summary of Employment Benefits and Opportunities for Vietnam Era Veterans," VA Pamphlet 20-69-6, revised October 1970*

"A Summary of Loan Guaranty Benefits for Veterans with Service since January 31, 1955," Pamphlet 20-69-7, February 1969

"Benefits for Veterans and Servicemen with Service since January 31, 1955, and Their Dependents," VA Pamphlet 20-67-1, revised February 1972

"Educational Assistance Benefits for Veterans," VA Pamphlet 20-69-3, revised June 1971

"Federal Benefits for Veterans and Dependents," VA IS-1 Fact Sheet, January 1973*

"Loans for Veterans," VA Pamphlet 26-4, revised February 1970

"Two Years of Outreach—1968-70," VA Pamphlet 20-70-1

"Tutorial Assistance for Veterans Servicemen Under the G.I. Bill," VA Pamphlet 21-70-1, September 1970.

"United States Veterans Assistance Centers," Pamphlet 20-69-2, revised September 1971

"Veterans Education Newsletter"

A regular publication of the V.A., this newsletter contains current information about any changes or developments in V.A. programs, regulations or laws, G.I. benefits, as well as feature articles on topics of interest such as veterans activities at schools, in various communities and regional or national schedules of veterans workshops, meetings, etc.

BIBLIOGRAPHY

(General Publications of Interest Re Veterans)

"Address Before the Subcommittee on Education and Training Committee on Veterans Affairs of the House of Representatives"

Frederic Ness and Howard Holcomb, *ERIC* #ED 057 764, April 1972 ($.65-MF; $3.29-HC)*

Comparison of independent colleges and universities responses to the veterans.

"A Study of the Problems Facing Vietnam Era Veterans on Their Readjustment to Civilian Life,"

Lou Harris Associates, Inc. (conducted for the Veterans Administration for use of the Senate Committee on Veterans' Affairs), January 31, 1972. $2.00

(U.S. Government Printing Office, Washington, D.C. 20402)

This survey was conducted between August 15 and 30, 1971. 2,003 recently separated veterans were interviewed; 1,498 households representing a cross-section of the American public and 786 employers. The survey focused on four areas: 1) reception of veteran upon returning home 2) problems of the veteran in finding employment 3) problem of drug use and abuse among servicemen 4) the role of the V.A. in facilitating veterans readjustment.

Event Magazine, Vol. 12, No. 4

American Churchmen, 422 South 5th Street Minneapolis, Minnesota 55415

Special issue devoted to the Vietnam fighting men and problems of the veterans.

"Hearings Before the Subcommittee on Education and Training of the Committee on Veterans Affairs"

ERIC #ED 062 632, September 1972 ($.65-MF; $19.74-HC)*

Describes and explains education and training programs administered by V.A.

"Home from the War; The Psychology of Survival"

Robert Jay Lifton, *Atlantic Monthly*, November 1972, pp. 66-72

Describes veterans readjustment problems.

Performance (magazine), Vol. XXIII, No. 6, December 1972 (special issue on disabled veterans)

President's Committee on Employment of the Handicapped, Washington, D.C. 20210 (no price quoted)

Performance is a nationally distributed magazine designed to report progress in the nation wide program to provide employment opportunities for all handicapped workers. Provides up-to-date information concerning latest developments in fields of rehabilitation and placement of disabled.

"Postwar Shock is Found to Beset Veterans Returning from the War in Vietnam"

New York Times, August 28, 1972

Examines experiences of returning veterans to a changed and often indifferent or hostile American society.

Special Report: Employment Problems of the Vietnam Veteran

National Advisory Council on Vocational Education, June 1972, 425-13th Street, N.W., Washington, D.C. 20004

Includes material on background, readjustment problems, employment statistics, recommendations for Vietnam veteran employment problems.

"Swords Into Plowshares: Our G.I. Bill"

Sar A. Levitan, Joyce K. Zickler. Olympus Publishing Company, Salt Lake City, 1973

A well-documented, comprehensive analysis of the impact and adequacy of the G.I. Bill with chapters focusing upon employment, housing, disabled veterans, as well as education.

"The Invisible Army"

Tony Jones, *Harpers Magazine*, August 1972

Psychological effect of war on Vietnam era veteran and his return to society.

"The Returning Black Vietnam Veteran"

James Fredrick, *Florida State University, Social Service Review*, March 1972, Florida State University, Jacksonville, Florida 32211

Reflects characteristics of Black veterans who return to metropolitan areas. Recognizes Black veterans as potential leaders in radical social movements, and as participants in reform programs.

"Youth Look at National Problems"

Jerald G. Bachman and Elizabeth Van Duinen, *ERIC* #ED 052 507, November 1971, ($.65-MF; $6.58-HC)*

A special report from the youth in Project Transition which involved college participation; references to veterans plight.

THE NATIONAL PLANNING CONFERENCE ON THE EMOTIONAL NEEDS OF VIETNAM ERA VETERANS has compiled a bibliography which contains articles focusing on socio-psychological problems of Vietnam-era veterans. It is an excellent reference for articles pertaining to social readjustment and emotional problems. (For copies, write to: National Council of The Churches of Christ; Emergency Ministries Concerning The War, 475 Riverside Drive, New York, New York 10027, Telephone—212-870-2192.)

*For *ERIC* articles, write to EDRS—4827 Rubgy Avenue, Bethesda, Maryland 20014 or call 301-657-3316. MF = micro film; HC = hard copy.

Appendix B

VETERANS' COST-OF-INSTRUCTION PAYMENTS TO INSTITUTIONS

An HEW, U.S. Office of Education Program

April 16, 1973

Reprinted from the Federal Register

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

[45 CFR Part 189]

VETERANS' COST-OF-INSTRUCTION PAYMENTS TO INSTITUTIONS OF HIGHER EDUCATION

Notice of Proposed Rulemaking

Notice is hereby given that the Commissioner of Education and the Administrator of Veterans' Affairs, with the approval of the Secretary of Health, Education, and Welfare, propose to promulgate the regulations set forth below in a new part 189 of title 45 of the Code of Federal Regulations, pursuant to the authority contained in section 420 of the Higher Education Act of 1965 (20 U.S.C. 1070e–1). These regulations would establish the procedures by which, and conditions under which, institutions of higher education could apply for payments on the basis of undergraduate veteran enrollment, to be used for the support of improved and expanded services to veterans and to defray instructional expenses in academically related programs.

Interested persons are invited to submit written comments, suggestions, or objections regarding the proposed regulations to the Veterans' Programs Unit, DCHE, U.S. Office of Education, 400 Maryland Avenue SW., Washington, D.C. 20202. Comments received in response to this notice will be available for public inspection at the above office on Mondays through Fridays between 8 a.m. and 4:30 p.m. All relevant material received not later than May 16, 1973, will be considered.

Dated April 6, 1973.

JOHN OTTINA,
Acting Commissioner of Education.

DONALD E. JOHNSON,
Administrator of Veterans' Affairs.

Approved April 11, 1973.

CASPAR W. WEINBERGER,
Secretary, Department of Health, Education, and Welfare.

PART 189 — VETERANS' COST-OF-INSTRUCTION PAYMENTS TO INSTITUTIONS OF HIGHER EDUCATION

Subpart A—General Provisions

Sec.
189.1 Definitions.
189.2 Institutional eligibility.
189.3 Calculation of cost-of-instruction payment.
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189.33 Fiscal operations reports.
189.34 Limitations on costs.
189.35 Reporting requirements.

AUTHORITY.—Section 420, Higher Education Act of 1965, as added by section 1001(a) of Public Law 92–318, 86 Stat. 372 (20 U.S.C. 1070e–1), unless otherwise noted.

Subpart A—General Provisions

§ 189.1 Definitions.

As used in this part:

"Academic year" means a period beginning on July 1 and ending on the following June 30.

"Cost-of-instruction payment," or "payment," means an amount calculated with respect to an institution of higher education for an academic year on the basis of undergraduate veteran student enrollment.

"Institution of higher education," or "institution," means an educational institution in any State which: (a) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, (b) is legally authorized within such State to provide a program of education beyond secondary education, (c) provides an educational program for which it awards a bachelor's degree or provides not less than a 2-year program which is acceptable for full credit toward such a degree, (d) is a public or other nonprofit institution, and (e) is accredited by a nationally recognized accrediting agency or association as determined by the Commissioner or, if not so accredited, (1) is an institution with respect to which the Commissioner has determined that there is satisfactory assurance, considering the resources available to the institution, the period of time, if any, during which it has operated, the effort it is making to meet accreditation standards, and the purpose for which this determination is being made, that the institution will meet the accreditation standards of such an agency or association within a reasonable time, or (2) is an institution whose credits are accepted, on transfer, by not less than three institutions which are so accredited, for credit on the same basis as if transferred from an institution so accredited. Such term also includes any school which provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and which meets the provisions of clauses (a), (b), (d), and (e) of this definition.

"Instructional expenses in academically related programs" means the expenditures of instructional departments of an institution of higher education for salaries, office expenses, equipment, and research.

"School or department of divinity" means an institution or a department or a branch of an institution the program of instruction of which is designed for the education of students (a) to prepare them to become ministers of religion or to enter upon some other religious vocation (or to provide continuing training for any such vocation), or (b) to prepare them to teach theological subjects.

"State" includes the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

"Student" means a person in attendance as at least a half-time student at an institution of higher education. The term is further defined as follows:

(a) "Full-time student" means a student who (1) is enrolled for the equivalent of at least 14 semester hours or (2) is enrolled for the equivalent of not less than 12 semester hours and is being charged on the basis of the institution's normal full-time fee schedule.

(b) "Three-quarter time student" means a student who (1) is enrolled for the equivalent of 10 through 13 semester hours or (2) is enrolled for the equivalent of not less than 9 semester hours and is being charged at least three-quarters of the institution's normal full-time fees.

(c) "Half-time student" means a student who (1) is enrolled for the equivalent of 7 through 9 semester hours or (2) is enrolled for the equivalent of not less than 6 semester hours and is being charged at least one-half of the institution's normal full-time fees.

"Undergraduate" refers to a student who (a) has not earned his first bachelor's degree, (b) is not enrolled in a program of study leading to (1) a degree beyond the bachelor's degree or (2) a first professional degree when at least 3 years of study at the college level are required for entrance into a program leading to such degree, and (c) (1) is fully matriculated and pursuing a program of studies leading to a certificate or diploma or (2) is receiving or has received educational assistance under subchapter V or subchapter VI of chapter 34 of title 38, United States Code.

"Veteran" means a person receiving benefits under chapter 31 or chapter 34 of title 38, United States Code, or who, if enrolled in an institution of higher education, would be eligible for such benefits.

(20 U.S.C. 1070e, 1070e–1, 1088, 1141.)

§ 189.2 Institutional eligibility.

(a) To apply for assistance under this part, an applicant must be an institution of higher education, and must meet the requirements specified in paragraph (b) of this section.

(b) In order for an institution of higher education to apply for assistance under this part for the academic year ending June 30, 1974, it must have in attendance on April 16, 1973 (or, where such date falls between academic terms of the institution, the end of the previous academic term), a number of undergraduate veteran students receiving benefits under chapter 31 or chapter 34

of title 38, United States Code (or who have received benefits under subchapter V or subchapter VI of such chapter 34 while attending such institution during that academic year) equal to at least 110 percent of the number of undergraduate veteran students who were in attendance on the same date in the preceding academic year and were at that time receiving benefits under chapter 31 or chapter 34 of title 38, United States Code (or had received benefits under subchapter V or subchapter VI of such chapter 34 while attending such institution during that academic year).

(c) Schools or departments of divinity and proprietary institutions (i.e., organized for profit) are not eligible to apply for assistance under this part.

(20 U.S.C. 1070e-1.)

§ 189.3 Calculation of cost-of-instruction payment.

(a) To compute an institution's cost-of-instruction payment under this part, the Commissioner of Education shall determine on the basis of data provided by the institution:

(1) The number of undergraduate veteran students in attendance on the applicable date specified in paragraph (b) of this section who are at that time recipients of vocational rehabilitation subsistence under chapter 31 of title 38, United States Code, or of educational assistance under chapter 34 of title 38, United States Code, and

(2) The number of undergraduate veteran students in attendance on the applicable date specified in paragraph (b) of this section who have, while attending that institution and during the academic year in which such date occurred, received educational assistance under subchapter V or subchapter VI of chapter 34 of title 38, United States Code.

(b) A cost-of-instruction payment shall, for the academic year ending June 30, 1974, and subject to the availability of funds, be computed on the basis of the following rates for students in attendance on April 16, 1973 (or, where such date falls between academic terms of the institution, the end of the previous academic term):

(1) For students described in paragraph (a)(1) of this section:

(i) $300 per full-time student;

(ii) $225 per three-quarter time student;

(iii) $150 per half-time student; and

(iv) No payment for students not enrolled as at least half-time students.

(2) For students described in paragraph (a)(2) of this section:

(i) $150 per full-time student;

(ii) $112.50 per three-quarter time student;

(iii) $75 per half-time student; and

(iv) No payment for students not enrolled as at least half-time students.

(20 U.S.C. 1070e-1.)

§ 189.4 Applicability of civil rights provisions.

(a) Federal financial assistance under this part is subject to the regulations in part 80 of this title, issued by the Secretary of Health, Education, and Welfare and approved by the President, to effectuate the provisions of title VI of the Civil Rights Act of 1964 (Public Law 88-352).

(42 U.S.C. 2000d.)

(b) Federal financial assistance under this part is also subject to the provisions of title IX of the Education Amendments of 1972 (prohibition of sex discrimination) and any regulations issued thereunder.

(20 U.S.C. 1681-86; Public Law 92-318, section 906.)

Subpart B—Required Services and Use of Funds

§ 189.11 Special definitions.

For purposes of this subpart:

(a) "Full-time," with respect to an office of veterans' affairs, means that the office of veterans' affairs (1) is staffed by at least one person whose sole institutional responsibility is that of coordinating the activities of the office and (2) provides services at times and places convenient to the veterans being served.

(b) "Outreach" means an extensive, coordinated, communitywide program of reaching veterans within the institution's normal service area, determining their needs, and making appropriate referral and follow-up arrangements with relevant service agencies.

(c) "Recruitment" means a concerted effort to interest veterans in taking advantage of opportunities for a wide variety of postsecondary training experiences at the institution.

(d) "Special education programs" means specially designed remedial, tutorial, and motivational programs designed to promote success in the postsecondary experience.

(e) "Counseling" means professional assistance available to veterans for consultation on personal, family, educational, and career problems.

(20 U.S.C. 1070e-1.)

§ 189.12 Office of veterans' affairs.

Except as provided in § 189.14, an application for assistance under this part shall be approved only if the Commissioner is satisfied that the applicant will maintain, during the academic year ending June 30, 1974, a full-time office of veterans' affairs with adequate services, in light of the criteria set forth in § 189.16, in the areas of outreach, recruitment, special education programs, and counseling.

(20 U.S.C. 1070e-1.)

§ 189.13 Related veterans' services.

Except as provided in § 189.14, an application for assistance under this part shall be approved only if the Commissioner is satisfied that the applicant will, during the academic year ending June 30, 1974, make an adequate effort, in light of the criteria set forth in § 189.16 and with funds received under this part, to carry out:

(a) Programs designed to prepare educationally disadvantaged veterans for postsecondary education (1) under subchapter V of chapter 34 of title 38, United States Code, and (2) in the case of any institution located near a military installation, under subchapter VI of such chapter 34;

(b) Active outreach, recruiting, and counseling activities through the use of other funds such as those available under federally assisted work-study programs; and

(c) An active tutorial assistance program (including dissemination of information regarding such program) in order to make maximum use of the benefits available under section 1692 of such title 38.

(20 U.S.C. 1070e-1.)

§ 189.14 Institutions with small numbers of students and veterans.

An institution with less than 2,500 students and no more than 70 undergraduate veteran students in attendance on April 16, 1973 (or, where such date falls between academic terms of the institution, the end of the previous academic term) need provide the services described in § 189.12 only to the extent of maintaining a full-time office of veterans' affairs with adequate services in the areas of recruitment and counseling, and need not provide the services described in § 189.13.

(20 U.S.C. 1070e-1.)

§ 189.15 Consortium agreements.

In the case of an institution with less than 2,500 students in attendance on April 16, 1973 (or, where such date falls between academic terms of the institution, the end of the previous academic term) the Commissioner may permit one or more of the functions set forth in §§ 189.12 and 189.13 to be carried out under a consortium agreement between that institution and one or more other institutions located within a reasonable commuting distance therefrom if he finds that (a) such institution cannot feasibly itself carry out such functions, and (b) the benefits of such functions will be readily accessible to veterans attending, and to veterans in the community served by, each of the institutions which are parties to the agreement.

(20 U.S.C. 1070e-1.)

§ 189.16 Criteria for assessing adequacy of veterans' programs.

An applicant institution's assurance pursuant to § 189.21(b)(6), with respect to the requirements of §§ 189.12 and 189.13 and to the extent that such requirements are not waived pursuant to § 189.14, shall be made in light of the following criteria, which criteria shall also be used by the Commissioner in evaluating the adequacy of the institution's veterans' programs:

(a) *In general.*—(1) Appropriate consideration of the magnitude of the veteran population in the institution's normal service area;

(2) Appropriate consideration of the number of veterans enrolled at the institution;

(3) The establishment of an appropriate advisory mechanism, to assist in the institution's decisionmaking process with respect to veterans' services as appropriate, through which the institution may become aware of the views of the institution's administrative and academic staff, its veteran student population, and relevant community organizations;

(4) The use of qualified Vietnam-era veterans in staffing the institution's office of veterans' affairs and in providing related services;

(5) The employment of a sufficient number of qualified staff members in order to adequately support required veterans' activities and services; and

(6) The provision of adequate, visible and accessible housing for the institution's office of veterans' affairs, in light of the institution's veteran student enrollment and physical environment;

(b) With respect to outreach, the establishment and maintenance of—

(1) Contact with veterans in the institution's normal service area;

(2) A procedure for assessing veterans' needs, problems, and interests; and

(3) A coordinated and extensive referral service involving agencies providing assistance in areas such as housing, employment, health, recreation, vocational and technical training, and financial assistance;

(c) With respect to recruitment, the establishment and maintenance of a process of bringing the maximum number of veterans into purposeful systematic programs of higher education most suited to their educational and career aspirations, including such techniques as publications, use of mass media, and personal contacts;

(d) With respect to special education programs, the establishment and maintenance of:

(1) Support from appropriate departments of the institution for launching special education programs for the veteran student of a remedial, motivational, and tutorial nature;

(2) Support throughout the institution for appropriate changes in rules, policies, and procedures that will accommodate the special needs and problems of the veteran student; and

(3) Adequate guidance for individual veteran students that will insure the highest possible rate of their retention in educational programs; and

(e) With respect to counseling, the establishment and maintenance of—

(1) Ease of access of veteran students to professional assistance for consultation on personal, family, educational, and career problems as appropriate and necessary; and

(2) Frequent and scheduled liaison of the office of veterans' affairs with the institution's academic departments, counseling service, and central administration.

(20 U.S.C. 1070e–1.)

§ 189.17 Expenditure requirements.

Not less than 50 percent of funds awarded on account of undergraduate veteran student enrollment at an institution under this part shall be used to implement the requirements of §§ 189.12 and 189.13. The remainder of the funds, to the extent not needed for implementing such requirements, may be used solely to defray instructional expenses in academically related programs of such institution. All assistance received under this part must be expended or obligated for the foregoing purposes not later than June 30, 1974.

(20 U.S.C. 1070e, 1070e–1.)

Subpart C—Application Process

§ 189.21 Submission of application by individual institutions.

(a) Assistance under this part will be provided only on the basis of an application submitted by an institution which sets forth all information necessary to determine the institution's eligibility and payment amount.

(b) Each application must be submitted on a form to be provided by the Commissioner and contain the following:

(1) Information necessary to show that the institution is eligible for assistance under this part;

(2) Information necessary to determine the amount of the institution's payment, in accordance with § 189.3;

(3) An assurance that any funds received by the institution under this part will not be used for a school or department of divinity or for any religious worship or sectarian activity;

(4) An assurance that any funds received by the institution under this part which are not required pursuant to § 189.17 to be used to implement the requirements of §§ 189.12 and 189.13 will be used solely to defray instructional expenses in academically related programs of the institution;

(5) An assurance that the institution will expend during the academic year ending June 30, 1974, for all academically related programs of the institution, an amount equal to at least the average amount so expended during the 3 academic years preceding the academic year ending June 30, 1974, together with such supporting data as the Commissioner may require;

(6) An assurance that the institution will carry out the requirements set forth in §§ 189.12 and 189.13; and

(7) If the institution is seeking a waiver of any of the required activities specified in §§ 189.12 and 189.13 pursuant to § 189.14, information necessary to show that it has less than 2,500 students and not more than 70 undergraduate veteran students in attendance on April 16, 1973 (or, where such date falls between academic terms of the institution, the end of the previous academic term).

(20 U.S.C. 1070e–1.)

§ 189.22 Submission of applications by parties to consortium agreements.

Institutions proposing to carry out the activities required under this part through a consortium agreement, pursuant to § 189.15, must submit their applications on a form to be provided by the Commissioner, and each such institution must provide all information and assurances required pursuant to § 189.21 as well as information and assurances necessary to a finding by the Commissioner that the conditions for a consortium agreement set forth in §189.15 have been met.

(20 U.S.C. 1070e–1.)

Subpart D—Fiscal and Reporting Requirements

§ 189.31 Maintenance of records.

(a) *Records.*—Each institution and consortium of institutions shall keep intact and accessible records relating to the receipt and expenditure of Federal funds in accordance with section 434(a) of the General Education Provisions Act, including all accounting records and related original and supporting documents that substantiate direct costs charged to the award. Records must be maintained so as to reflect (1) expenditures made for veterans' services provided for under this part, and (2) expenditures made for instructional costs in academically related programs.

(b) *Period of retention.*—(1) Except as provided in paragraph (b)(2) of this section and paragraph (a) of § 189.32, the records specified in paragraph (a) of this section shall be retained for 3 years after the date of the submission of the fiscal operations report, pursuant to § 189.33, to which they pertain.

(2) Records for nonexpendable personal property which was acquired with Federal funds shall be retained for 3 years after its final disposition.

(c) *Microfilm copies.*—Institutions may substitute microfilm copies in lieu of original records in meeting the requirements of this section.

(20 U.S.C. 1232c(a).)

§ 189.32 Audits.

(a) *Audit questions.*—The records involved in any claim or expenditure which has been questioned by Federal audit shall be further retained until resolution of any such audit questions.

(b) *Audit and examination.*—The Secretary of Health, Education, and Welfare and the Comptroller General of the United States, or any of their duly authorized representatives, shall have access for the purpose of audit and examination to all such records and to any other pertinent books, documents, papers, and records of the institution or consortium of institutions. The Commissioner may, at any time before or after making a payment under this part, review the data supplied by an institution with respect to such payment and take appropriate action as a result thereof, including that of requiring the institution to return funds received on the basis of inaccurate data submitted by the institution.

(c) *Audit responsibilities.*—(1) All expenditures by recipient institutions or consortiums thereof shall be audited by the recipient or at the recipient's direction to determine, at a minimum, the fiscal integrity of financial transactions and reports, and the compliance with laws and regulations.

(2) An institution, and a consortium of institutions, shall schedule such audits with reasonable frequency, usually annually, but not less frequently than once every 2 years, considering the nature, size, and complexity of the activity.

(3) Copies of audit reports shall be made available to the Commissioner to assure that proper use has been made of the funds expended. The results of such audits will be used to review the institution's, or consortium's, records and shall be made available to Federal auditors. Federal auditors shall be given access to such records or other documents as may be necessary to review the results of such audits.

(4) Each institution and consortium shall use a single auditor for all of its expenditures under Federal education assistance programs regardless of the number of Federal agencies providing such assistance.

(20 U.S.C. 1232c(a), (b)(2).)

§ 189.33 Fiscal operations reports.

(a) In addition to such other accounting as the Commissioner may require, an institution or consortium shall render annually, with respect to the assistance awarded under this part, a full account of funds expended, obligated, and remaining.

(b) A report of such accounting shall be submitted to the Commissioner within 90 days of the expiration of the academic year for which such assistance was awarded, and the institution or consortium shall remit within 30 days of the receipt of a written request therefor any amounts found by the Commissioner to be due. Such period may, upon written request, be extended at the discretion of the Commissioner.

(20 U.S.C. 1232c(b)(3); 31 U.S.C. 628.)

§ 189.34 Limitations on costs.

The maximum amount of a payment under this part shall be set forth in the award document. The total payment from the Federal Government will not exceed the amount so set forth.

(31 U.S.C. 200.)

§ 189.35 Reporting requirements.

(a) Institutions of higher education, and consortiums thereof, receiving assistance under this part must submit to the Commissioner no more than 30 days after the close of each academic year, a report describing the manner in which the required veterans' services were provided during such academic year. Such a report shall be in a format approved by the Commissioner and shall make specific reference to the extent to which the criteria set forth in § 189.16 of this part have been met.

(b) Interim reports describing the progress being made in providing the veterans' services required pursuant to §§ 189.12 and 189.13 of this part shall be submitted if, and at such times as, the Commissioner deems such reports necessary.

(20 U.S.C. 1070e-1.)

[FR Doc.73-7353 Filed 4-13-73;8:45 am]

Appendix C

THE SERVICEMEN'S OPPORTUNITY COLLEGE CONCEPT

Note: Although designed primarily for servicemen, the SOC concept is generally applicable to veterans.

Introduction

The Servicemen's Opportunity College concept was developed by the Task Force on Extending Educational Opportunities for Servicemen, an arm of the American Association of Community and Junior Colleges' Program for Veterans and Servicemen.

Although all members of the task force and its advisory committee played a valued part in the concept development, certain persons deserve special recognition. Among those most responsible for this document, special mention should be made of the three-person subcommittee on the Servicemen's Opportunity College: Dr. Robert Leo, chairperson, Dr. Fred Wellman and Dr. James Hinson.

Many persons from outside the junior college community assisted with the project. Particular recognition is accorded Dr. Nathan Brodsky and Lt. Colonel John Sullivan of the Department of Defense and many persons from the Departments of the Army, Navy, Air Force and the Marine Corps. Representatives from other federal agencies, educational associations and other community college leaders generously shared in the development of this concept.

Why Are Servicemen Special?

The serviceman's life is keyed on mobility, authority, and separation. His personal objectives, educational objectives and professional objectives are influenced by his uniform. There are times when these objectives are in conflict.

The key educational problem a serviceman confronts is forced mobility. During his tour of duty his educational experiences may be frequently interrupted through temporary duty reassignment or relocation. As he pursues his work towards a degree he may find himself with a few odd hours, at which time he can enroll in specific courses. Seldom is he in one location long enough to meet all degree and residency requirements at one institution. Frequently he has difficulty transferring credits between institutions.

In addition, his previous experiences, both in and out of service, may project him beyond the normal requirements of an entering student. He may have opportunity on or off-duty, to pursue special educational opportunities sponsored by military educational agencies. Conversely, there may be instances when he may find himself behind the entering student. Therefore, developing a response to the needs of the serviceman must be jointly undertaken by the community colleges and the armed services in order to insure that the serviceman, like all other individuals, has the opportunity to achieve his own personal agenda. It is within this framework that the concept of a Servicemen's Opportunity College finds its base.

What is a Servicemen's Opportunity College?

A Servicemen's Opportunity College is a community college which, through its actions, assumes its responsibilities of meeting the needs of an individual serving in the armed forces. It is a college that recognizes the need to aid the serviceman in his quest for an educational experience. Generally, in order to meet this need, a SOC will 1) have an admissions policy that is related to the life conditions of the serviceman, 2) eliminate seemingly artificial barriers such as residency requirements which hinder educational progress of the serviceman and 3) provide special services to meet the special needs of servicemen.

All community and junior colleges meeting the following criteria are designated as Servicemen's Opportunity Colleges. They have been listed in a special catalog made widely available to educational counselors at military bases and educational institutions. Whenever a serviceman is transferred to a new base he will be guided through this catalog to a college(s) near his new location which adheres to the criteria of the Servicemen's Opportunity College. Because of its distinct advantages, colleges offering the "contract for degree" option will be so designated.

Criteria for Servicemen's Opportunity Colleges

I. A Servicemen's Opportunity College will have liberal entrance requirements.

A. A high school diploma or equivalency based upon satisfactory scores in the General Educational Development Test are adequate educational credentials for enrollment in a degree program except in those instances where prerequisites are required for all students.

B. In those colleges not restricted by state or local regulations the above requirement may be waived and students evidencing promise may be admitted who lack a high school diploma or equivalency certificate.

C. In no case will an individual be penalized by additional requirements because he is a serviceman.

II. A Servicemen's Opportunity College provides opportunities for servicemen to pursue educational program goals through courses offered on base, in the evenings, on weekends, and at other nontraditional time frames.

III. A Servicemen's Opportunity College provides opportunities to servicemen to complete courses through special means or optional nontraditional modes when his education is interrupted by military obligations.

IV. A Servicemen's Opportunity College provides special academic assistance to students in need of this assistance through:

A. The availability of tutorial services or similar learning assistance at times and in locations convenient to servicemen.

B. The designation of a trained servicemen's counselor who is available at times and in locations convenient to servicemen who will assist them in program planning, and guide them in their understanding of all educational options available to them at this and all other Servicemen's Opportunity Colleges.

C. The implementation of PREP programs which are sponsored by the college at the base where feasible.

V. A Servicemen's Opportunity College offers maximum credit for educational experiences obtained in the armed services.

A. College policy permits and encourages granting credit for United States Armed Froces Institute courses that are relevant to a student's program of studies.

B. College policy permits and encourages granting exemption from and credit by examination for courses that are relevant to a student's program of studies, through the use of any or all of the following: College Level Examination Program (CLEP), College Proficiency Examination Program (CPEP), institutional "challenge" examinations.

C. College policy permits and encourages granting credit for appropriate educational experiences in the armed services in accordance with their evaluation in the American Council on Education's *1968 Guide to the Evaluation of Educational Experiences in the Armed Services* or by the Commission on the Accreditation of Service Experiences evaluation service.

D. College policy permits exemption from or credit for required health or physical education course requirements for servicemen who have had at least one year of active military service.

E. The major portion of the associate degree requirements can be earned through the above nontraditional learning modes.

VI. A Servicemen's Opportunity College has residency requirements which are adaptable to the mobility and special needs of servicemen.

A. Temporal residency requirements may be fulfilled in any sequence at any time in the student's program.

B. Residency requirements may be fulfilled by completion of any educational program sponsored by the college whether offered on-campus or off-campus.

C. At least one of the following options will be available to servicemen.

Contract for Degree

1. A "contract for degree" option is available to servicemen. A serviceman may contract with a Servicemen's Opportunity College at any appropriate point in time; usually it will be the college of his initial enrollment. The college will designate an advisor, who will assist the serviceman in contracting for his degree with the institution. The contract should specify the course of study to be pursued and appropriate learning options in accordance with the above criteria. The advisor continues to guide the serviceman's educational planning when he is forced to transfer to other institutions in accordance with his duty assignment. As long as he is being effectively guided by his advisor, he will be permitted to transfer in reverse appropriate credits earned at other institutions back to the original institution—in essence, a reverse transfer policy. The institution agrees to provide a repository for all academic records of the individual. The contracting college will award the serviceman the appropriate certificate or degree upon fulfillment of the contract.
2. The college will waive or eliminate residency requirements for servicemen.
3. Where residency requirements are restricted by state law, the college will make every effort to receive an exemption for servicemen.

VII. A Servicemen's Opportunity College has a transfer policy that is generous in recognition of traditional and nontraditional learning obtained at other institutions.

Servicemen's Opportunity Colleges to which servicemen transfer will accept, *as a minimum*, the level of credit applied by all regionally-accredited colleges in which servicemen have been enrolled in comparable programs, both for traditional and nontraditional learning experiences, when validated by subsequent individual success in traditional study modes.

VIII. A Servicemen's Opportunity College provides for a representative local advisory council which will aid the college in carrying out its mission in relation to servicemen.

IX. A Servicemen's Opportunity College will publicize and promote its SOC policies by inserting them in its college catalog and by other appropriate manners.

X. A Servicemen's Opportunity College will maintain its committments to servicemen students previously enrolled, if for any reason it discontinues its status as a Servicemen's Opportunity College.

NOTE: It is strongly urged that Servicemen's Opportunity Colleges extend these policies where applicable to include dependents of servicemen.

If your institute is interested in the Servicemen's Opportunity College concept, the following additional materials are available upon request from the address below:

Guidelines for the Establishment of a Servicemen's Opportunity College

Servicemen's Opportunity College Affirmation Form
—the basic implementation document

Junior colleges write:

American Association of Community and Junior Colleges
Program for Veterans and Servicemen
One Dupont Circle, N.W.
Washington, D.C. 20036

Senior colleges write:

American Association of State Colleges and Universities
SOC Project
One Dupont Circle, N.W.
Washington, D.C. 20036

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